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Thesis

A COURSE OF STUDY IN ENGLISH
FOR
THE JUNIOR HIGH SCHOOL

Submitted by
Amelia Viola Gallucci
(B. S. in Ed., Fitchburg Teachers College, 1938)

In partial fulfillment of requirements for
the degree of Master of Education

1947

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A COURSE OF STUDY IN ENGLISH
FOR
THE JUNIOR HIGH SCHOOL

- DEDICATION -

This Course of Study in English is sincerely
dedicated to the Naugatuck Board of Education and
especially to the teachers of English of the junior
high level.

Amelia V. Gallucci

Amelia V. Gallucci

TABLE OF CONTENTS

- DEDICATION -

- INTRODUCTION -

CHAPTER	PAGE
I THE SCOPE AND PURPOSE OF THE STUDY.....	1
II THE PHILOSOPHY OF EDUCATION IN A DEMOCRACY.....	3
III THE FUNCTION OF ENGLISH IN THE CURRICULUM.....	5

- PHASES OF ENGLISH -

IV LITERATURE EXPERIENCES.....	8
Unit I. Short Story.....	9
Unit II. Poetry.....	13
Unit III. Biographical Selections.....	21
Unit IV. Essays.....	23
Unit V. Plays.....	26
Unit VI. Radio.....	28
Unit VII. Motion Pictures.....	31
Unit VIII. Naugatuck Literature.....	33
V READING EXPERIENCES.....	35
Unit I. Discursive Reading.....	40
Unit II. Problem Solving.....	40
Unit III. Reading for Reports.....	41

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CHAPTER	PAGE
VI COMPOSITION EXPERIENCES.....	46
Written Composition.....	50
Unit I. Social Letters.....	57
Unit II. Business Letters.....	58
Unit III. Writing Stories.....	75
Unit IV. Writing Reports.....	76
Unit V. Helpful Opinions.....	78
Unit VI. Creative Writing.....	79
Oral Composition.....	81
Unit I. Social Conversation.....	83
Unit II. Telephone Conversation.....	85
Unit III. Discussion.....	85
Unit IV. Club Activities.....	87
Unit V. Interviews.....	87
Unit VI. Choral Reading.....	88
VII MECHANICS OF EXPRESSION.....	96
Unit I. Grammar.....	96
Unit II. Correct Usage.....	111
Unit III. Punctuation.....	132
Unit IV. Capitalization.....	145
Unit V. Spelling.....	148
BIBLIOGRAPHY.....	151
APPENDIX.....	154

CHAPTER I

THE SCOPE AND PURPOSE OF THE STUDY

CHAPTER I

SCOPE AND PURPOSE OF THE STUDY

In this study it is the purpose of the writer to present a Course of Study in English for the junior high school grades.

The aims presented for English instruction may be applicable to the teaching of English on all levels, but the goals to be attained and the materials to be used will vary with different levels; however, specific attention will be given to English in the junior high school grades.

The writer has based her study upon current thought and practice expressed in publications by the National Council of Teachers of English, the National Society for the Study of Education, the National Educational Association; in professional journals; in up-to-date textbooks; and in recent courses of study.

This Course of Study in English has been organized around the experiences of young people, that is, the experiences, interests, and needs growing out of their environment. Experiences in literature, reading, listening, choric speech, composition, and mechanics will comprise the units of work in the study. Each phase of English will include:

1. objectives to be achieved
2. experiences of social importance which function

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[Faint paragraph of text]

in young people's life

3. current practice in the field of English
4. suggested activities which will help young people to express themselves effectively in written and oral expression.

In the spring of 1946, a state survey of all public schools was conducted in the writer's home town, Naugatuck, Connecticut. A survey committee was appointed among the teachers of the school system to work with the Chairman, Dr. Charles Baer of the State Board of Education. Having served on the survey committee, the writer conceived the plan of proposing a practical course of study on the junior high level.

The material offered is intended merely to be illustrative; the teacher should feel free to use the units in any order she prefers and to develop additional units as they are needed.

This course of study is not final. It is an introduction to the field of English and revisions must be made from time to time as there are changes in school population, social conditions, and educational research -- all of which affect courses of study.

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CHAPTER II

THE PHILOSOPHY OF EDUCATION IN A DEMOCRACY

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PHILOSOPHY OF EDUCATION IN A DEMOCRACY

The problem of teaching young people is probably the greatest during adolescence. It is a period of intellectual curiosity with its whims, its instability, and its social instincts. It is a period of rapid expansion, both physical and mental. In this stage young people need someone to care about them, and to respect them as human beings.

Since adolescence is a crucial period of expressive living, the teacher must be prepared to help young people to understand themselves, to discover their best powers, and to develop a sound philosophy of life.

To attain these goals young people need a sense of belonging to a group; they need the support of people to make life worthwhile; and they need the experience to develop their personality.

A program of socialized experiences and activities which students work out together, democratically, gives them an opportunity to face and recognize their own problems, to engage in experiences suited to their interests and needs, to think through their problems, and to work out plans for solving them. The teacher should serve as a guide -- helping them to identify their problems, leading them to do their best thinking and planning, finding their difficulties, and aiding

THE

PROCEEDINGS OF THE

ANNUAL MEETING OF THE
SOCIETY OF AMERICAN HISTORIANS
HELD AT THE UNIVERSITY OF CHICAGO
ON THE 15TH, 16TH, AND 17TH OF DECEMBER
1908

THE MEETING WAS OPENED BY
A LUNCHEON AT THE UNIVERSITY CLUB
ON DECEMBER 15TH, AT 12 O'CLOCK
MIDNIGHT.

THE EVENING SESSION WAS
HELD AT THE UNIVERSITY CLUB
ON DECEMBER 16TH, AT 8 O'CLOCK
MIDNIGHT.

THE MEETING WAS CLOSED BY
A LUNCHEON AT THE UNIVERSITY CLUB
ON DECEMBER 17TH, AT 12 O'CLOCK
MIDNIGHT.

THE PROCEEDINGS OF THE
MEETING WILL BE PUBLISHED
IN THE JOURNAL OF THE
SOCIETY OF AMERICAN HISTORIANS
FOR THE YEAR 1909.

them in their solutions.

The curriculum in the junior high school should be constructed to develop social living skills through a cooperative functional program. The school should be a community in itself with teachers and pupils working our practical problems. Unfortunately, the formal classroom routine thwarted expression and stifled initiative. The pupil was forced to observe rules and regulations that were meaningless. As a result, the set-up was formal and artificial. Schools are gradually emerging from that undemocratic society; their philosophy is becoming more sound and democratic. Subject matter alone is not the aim of teaching. Developing skills and attitudes through social experiences and interests is of vital importance. In other words, facts are important only when they become part of a person's thinking and process of living.

The curriculum which helps develop the child physically, mentally, and socially will furnish the needed skills for modern living -- cooperation, tolerance, judgment, honor, reverence, and a spirit of democracy!

The Government of the United States is committed to the principle of self-determination for all peoples. This principle is the basis of our foreign policy and is the foundation of our relationship with the peoples of the world.

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CHAPTER III

THE FUNCTION OF ENGLISH IN THE CURRICULUM

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THE FUNCTION OF ENGLISH IN THE CURRICULUM

The primary function of the English program is to provide for language needs of life by placing pupils in situations which appeal to language motives and drives.

Informal gatherings and activities both in and out of school afford various types of English experiences. Assembly programs, school paper, dramatizations, library reading, club meetings, and social affairs -- all are rich socialized experiences involving types of language and reading.

Perhaps no other subject gains so much as does English from the integration of the school with everyday life. The improvement of the language arts must be sought in all studies and activities throughout the day.

In the elementary school this is not difficult, since the teacher has the same pupils most of the day. She can readily correlate the language activities with the work of other subjects. In the secondary school, however, the problem of correlation is more difficult.

All teachers of all subjects are, to some extent, teachers of English. The history teacher expects oral and written reports; the science teacher requires notebooks and reports; the mathematics teacher questions for demonstrations and recitations -- all teachers should assume some responsi-

bility for the quality of English work of their students.

Through a cooperative integrated program between teachers and students, English can become a series of vital dynamic experiences which will serve to cultivate in the pupil an appreciation of the best things in literature, art, and related subjects; to increase his power to express himself both in speech and in writing; and to impress on his mind a knowledge of certain essentials regarding the mother tongue. The teacher should judge the success of her teaching in terms of the pupil's ability to use language and not upon his facility in ticketing tenses or naming the parts of speech.¹

What, then, are the aims for English instruction in the American schools? The National Council of Teachers of English lists the following:²

1. Language is a basic instrument in the maintenance of democratic way of life.
2. Increasingly free and effective interchange of ideas is vital to life in a democracy.
3. Language study in the schools must be based on the language needs of living.

¹ Dora V. Smith, The Development of a Modern Program in English, Ninth Yearbook, Department of Supervisors and Directors of Instruction, National Education Association, 1936, p. 167.

² Dora V. Smith, Basic Aims for English in American Schools, Monograph No. 3, National Council of Teachers of English, D. Appleton-Century Company, New York, 1934, pp. 1-16.

4. Language ability expands with the individual's experience.
5. English enriches personal living and deepens understanding of social relationships.
6. English uses literature of both past and present to illumine the contemporary scene.
7. Among the nations represented in the program in literature, America should receive major emphasis.
8. A study of the motion picture and radio is indispensable in the English program.
9. The goals of instruction in English are, in the main, the same for all young people, but the heights to be attained in achieving any one of them and the materials used for the purpose will vary with individual need.
10. The development of social understanding through literature requires reading materials within the comprehension, the social intelligence, and the emotional range of the pupils whose lives they are expected to influence.
11. English pervades the life and work of the school.
12. English enriches personality by providing experience of intrinsic worth for the individual.
13. Teachers with specialized training are needed for effective instruction in language arts.

1. The first part of the report is devoted to a general survey of the situation in the country.

2. The second part contains a detailed description of the economic conditions in the various provinces.

3. The third part deals with the social and cultural life of the population.

4. The fourth part is devoted to the political situation and the activities of the government.

5. The fifth part contains a summary of the main results of the investigation.

6. The sixth part is a conclusion drawn from the facts and figures presented in the preceding chapters.

7. The seventh part is a list of the sources of information used in the preparation of the report.

8. The eighth part is a list of the names of the persons who have assisted in the work.

9. The ninth part is a list of the names of the persons who have read the report.

10. The tenth part is a list of the names of the persons who have approved the report.

CHAPTER IV

LITERATURE EXPERIENCES

CHAPTER IV

LITERATURE EXPERIENCES

Literature is concerned with recreational reading which leads to enrichment of experiences and stimulation of interest through the development of desirable reading habits. In recreational reading pupil's attitude is centered on pleasure and enjoyment rather than information.

It is more important to develop in the pupil ability to read with interest, understanding, and appreciation than to seek information. To develop tastes and desires that lead to wider and richer reading -- this is the aim of literature.

The method of teaching literature will differ in degree rather than in procedure, since interests and experiences vary little during junior high school years.

An adequate supply of reading material is a requisite to a successful program in literature. Classroom libraries as well as central libraries with few copies of many books offer opportunity for personal enrichment in literature.

Since not all students have the same interests and needs, through personal conference the teacher can learn the individual differences of her students, and offer intelligent guidance. The student should feel free to discuss his readings with the teacher and during class discussions. Charts showing the progress of individuals is a technique in

motivating recreational reading.

The literature program suggested is based upon selections from short stories, poetry, biographical selections, essays, and plays, gathered from up-to-date textbooks, reading lists, and courses of study.¹

UNIT I. SHORT STORY

Since the span of interest of the average junior high school student is comparatively short, the study of the short story is preferable to the study of the full-length book. However, reading full-length stories for enjoyment and pleasure is encouraged. Myths, fairy tales, and legendary stories might be included with the short story.

Emphasis should be placed on the action of the story, its characters, and its effect upon the reader rather than on factual material. During these years the pupil's interest is still in the story -- the action between characters which leads to a dramatic and satisfactory conclusion.

Activities:

1. Discussion of short story
2. Discussion of author's style
 - a. O. Henry -- surprise ending

¹ Listed in Appendix

- b. R. L. Stevenson -- "real" people
 - c. E. A. Poe -- choice of words
 - d. F. Stockton -- humor
- 3. Comparison between short story and one-act play
- 4. Studying a phase of author's life
- 5. Reading together the beginning of the story to get the feel, that is, the spirit or purpose
- 6. Silent reading followed by discussion, questions, and debates
- 7. Oral reading by teacher or student of outstanding passages -- excitement, description, or impression
- 8. Dramatization of incidents
- 9. Pantomimes
- 10. Scrapbooks of scenes from short stories
- 11. Writing radio or stage adaptation for programs.
(Secure from the U. S. Department of Education, Washington, D. C., or from commercial sponsors, samples of radio adaptation of famous short stories.)

Suggested Program by Grades:

Grade VII

Short Story

Derieux

The Blind Setter

1. The first part of the report is devoted to a general survey of the situation in the country.

2. The second part is devoted to a detailed analysis of the economic situation.

3. The third part is devoted to a detailed analysis of the social situation.

4. The fourth part is devoted to a detailed analysis of the political situation.

5. The fifth part is devoted to a detailed analysis of the cultural situation.

6. The sixth part is devoted to a detailed analysis of the international situation.

7. The seventh part is devoted to a detailed analysis of the future prospects of the country.

8. The eighth part is devoted to a detailed analysis of the role of the state in the development of the country.

9. The ninth part is devoted to a detailed analysis of the role of the people in the development of the country.

10. The tenth part is devoted to a detailed analysis of the role of the state in the development of the country.

11. The eleventh part is devoted to a detailed analysis of the role of the people in the development of the country.

12. The twelfth part is devoted to a detailed analysis of the role of the state in the development of the country.

13. The thirteenth part is devoted to a detailed analysis of the role of the people in the development of the country.

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23. The twenty-third part is devoted to a detailed analysis of the role of the people in the development of the country.

24. The twenty-fourth part is devoted to a detailed analysis of the role of the state in the development of the country.

Hawthorne	Tales from a Grandfather's Chair
Irving	Rip Van Winkle
O. Henry	The Ransom of Red Chief
Tarkington	Penrod's Busy Day
Twain	How Tom Sawyer Whitewashed the Fence
Wiggin	The Bird's Christmas Carol

Longer Stories

Alcott	Little Women; Little Men
Defoe	Robinson Crusoe
Dickens	A Christmas Carol
Dodge	Hans Brinker
Spyri	Heidi
Stevenson	Treasure Island
Tarkington	Penrod
Twain	The Prince and the Pauper

Grade VIII

Short Story

Grenfell	Adrift on an Icepan
Hale	The Man Without a Country
Irving	The Legend of Sleepy Hollow
Kipling	Moti Guj, Mutineer

1. <i>Chrysomelidae</i> 2. <i>Curculionidae</i>	1. <i>Chrysomelidae</i>
2. <i>Chrysomelidae</i>	2. <i>Chrysomelidae</i>
3. <i>Chrysomelidae</i>	3. <i>Chrysomelidae</i>
4. <i>Chrysomelidae</i>	4. <i>Chrysomelidae</i>
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10. <i>Chrysomelidae</i>	10. <i>Chrysomelidae</i>

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McSpadden	Famous Dogs in Fiction
Persky	Adventures in Sports
Saxe	The Blind Men and the Elephant
Stockton	The Lady or the Tiger
Twain	The Celebrated Jumping Frog
Weatherly	A Bird in the Hand
White	Blazed Trail Stories
Wilkins-Freeman	The Revolt of Mother

Longer Stories

Dana	Two Years Before the Mast
James	Smoky
Johnson	Buffalo Bill
London	The Call of the Wild
O'Brien	Silver Chief
Stevenson	The Black Arrow

Grade IX

Short Story

Bentham	Bad Influence
Compton-Brown	The Open Road
Doyle	Adventures of Sherlock Holmes
Hawthorne	Mr. Higginbotham's Catastrophe
Kipling	All the Mowgli Stories

1. The first of the three	1. The first of the three
2. The second of the three	2. The second of the three
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8. The eighth of the three	8. The eighth of the three
9. The ninth of the three	9. The ninth of the three
10. The tenth of the three	10. The tenth of the three

Marshall	The Elephant Remembers
Maule	Personality Counts at Least Half
De Maupassant	The Necklace
Paine	The Freshman Fullback
Poe	The Gold Bug
Post	Five Thousand Dollars Reward
Thomas	The March of the Big Knives

Longer Stories

Cooper	The Last of the Mohicans
Dickens	David Copperfield
Kipling	Captains Courageous
Melville	Moby Dick
Scott	Ivanhoe
Twain	A Connecticut Yankee in King Arthur's Court

UNIT II. POETRY

The primary objective in the study of poetry is to enjoy poems through sharing and participating in expressions of beauty in man and nature:

1. to share in patriotism
2. to enjoy human relationships
3. to share the poet's thoughts and feelings

4. to share experiences of the poet
5. to enjoy rhythm in poetry
6. to enjoy imagery in poetry
7. to enjoy humor in poetry
8. to participate against social barriers
9. to appreciate human progress
10. to delight in human experiences

From poetry is gained a means of self-expression and a love and appreciation of and responsiveness to beauty, courage, love, and patriotism in mankind.

So often students develop a distaste for poetry because its aim or objective is meaningless, that is, they are asked to memorize a poem as an end in itself. Poems with reading difficulties should be studied in class with the teacher. The teacher should show the value of rhythm by allowing the class to read in unison. An excellent activity to motivate the teaching of poetry is through choral reading.¹

Activities:

1. Choral Reading
2. Memorizing favorite lines or stanzas
3. Poetry notebooks including:
 - a. short biography of poet

¹ Refer to Chapter VI, Speech Experiences, Unit 6,
Choral Reading

- b. favorite lines or poems illustrated
- c. original poems

4. Ballads:

- a. explain use of ballad in olden days
- b. compare with today
- c. read Robin Hood and Little John
and Whoopee Ti Yi Yo (modern)
- d. obtain suggestions from the class
of stories that might be converted
into ballads:

stories from newspaper, books,
radio

- e. play victrola records of ballads
- f. recite and sing ballads
- g. chant in unison to emphasize
rhythm; group students according to
vocal tones

5. Reading of poem by teacher while students
listen:

- a. Does the title fit the poem?
- b. Does poem recall any experience you
have had?
- c. What do you learn of poet's life?
- d. Did you smell, hear, or see
anything while listening?

1. The first of these is the fact that the
the system is not a simple one.

2. The second is the fact that the
the system is not a simple one.

3. The third is the fact that the
the system is not a simple one.

4. The fourth is the fact that the
the system is not a simple one.

5. The fifth is the fact that the
the system is not a simple one.

6. The sixth is the fact that the
the system is not a simple one.

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the system is not a simple one.

8. The eighth is the fact that the
the system is not a simple one.

9. The ninth is the fact that the
the system is not a simple one.

10. The tenth is the fact that the
the system is not a simple one.

11. The eleventh is the fact that the
the system is not a simple one.

- e. What lines contain the central thought?
- f. Are there any famous lines in the poem?
- g. Did you like the poem? Why?
- 6. Teaching figures of speech for appreciation of interesting word effects rather than technical knowledge
- 7. Encouraging reading of good verse appearing in magazines, newspapers and over the radio
- 8. Writing original verse

Limericks¹

There once lived a man named Astronndit
 Who was quite large around it.
 While eating his stew,
 He lost his shoe --
 Now where do you think he found it?

* * *

There once lived a lady named Freek
 Who had an enormous beak.
 Her beak so they say,
 Once got in her way --
 Now Freek's beak is sneaking a streak!

* * *

There was a young girl from Fall River,
 Who went to the store for some liver.
 But she took all the dough,
 And went to the show --
 Now her mother would never forgive her!

* * *

¹ Written by the writer's eighth grade students, 1946.

You're a good tax dodger you think,
 You pay your taxes with a wink.
 But you'll be surprised,
 One morning when you rise --
 And find you are in the Klink!

* * *

Suggested Program by Grades:

Grade VII

Bates	America the Beautiful
Browning	The Pied Piper of Hamelin
Bryant	Robert of Lincoln
Carroll	The Walrus and the Carpenter
Cooke	How Did You Die?
Emerson	A Fable
Frost	The Runaway
Garrison	April
Guest	A Boy and His Dog
Holmes	How the Old Horse Won the Bet
Hunt	Abou Ben Adhem
Key	The Star Spangled Banner
Kilmer	The House with Nobody in It
Le Gallienne	I Meant to Do My Work Today
Lear	Limericks
Longfellow	Paul Revere's Ride

The first part of the paper is devoted to a discussion of the
 various methods which have been proposed for the determination of
 the rate of reaction between a solid and a liquid. The methods
 are classified into three groups: (1) methods based on the
 measurement of the change in weight of the solid, (2) methods
 based on the measurement of the change in volume of the liquid,
 and (3) methods based on the measurement of the change in
 the concentration of the liquid.

The first method, which is based on the measurement of the
 change in weight of the solid, is the most commonly used.
 It is based on the fact that the weight of the solid increases
 as it reacts with the liquid. The rate of reaction is then
 determined by measuring the change in weight of the solid
 at different times. This method is simple and accurate, but
 it is not suitable for reactions which are very fast or very
 slow. The second method, which is based on the measurement
 of the change in volume of the liquid, is also commonly used.
 It is based on the fact that the volume of the liquid increases
 as it reacts with the solid. The rate of reaction is then
 determined by measuring the change in volume of the liquid
 at different times. This method is also simple and accurate,
 but it is not suitable for reactions which are very fast or
 very slow. The third method, which is based on the
 measurement of the change in the concentration of the liquid,
 is the most accurate method. It is based on the fact that the
 concentration of the liquid increases as it reacts with the solid.
 The rate of reaction is then determined by measuring the
 change in the concentration of the liquid at different times.
 This method is suitable for reactions which are very fast or
 very slow.

Miller	Columbus
Payne	Home Sweet Home
Tennyson	Charge of the Light Brigade
Thaxter	The Sandpiper
Trowbridge	Darius Green and His Flying Machine
Wells	How to Tell Wild Animals
Whittier	The Barefoot Boy
Wordsworth	The Daffodils

Narrative Poems

Longfellow	The Courtship of Miles Standish; Hiawatha
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Grade VIII

Bennett	The Flag Goes By
Burns	A Red Red Rose
Carman	The Vagabond Song
Guest	It Couldn't Be Done
Guiterman	Strictly Germ-Proof
Hogg	A Boy's Song
Holmes	Old Ironsides
Kilmer	Trees
Kipling	If
Leigh	The Twins

1871	1872
1873	1874
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1871-1900

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1891	1892
1893	1894
1895	1896
1897	1898
1899	1900

Lomax	The Cowboy's Dream
Longfellow	The Builders
Lowell	A Day in June
Macauley	Horatius at the Bridge
Masefield	Sea Fever
McCrae	In Flanders Fields
Morgan	Work: A Song of Triumph
Noyes	The Highwayman
Scott	Lochinvar
Sherman	Golden Rod
Thayer	Casey at the Bat
Van Dyke	America for Me
Whitman	O Captain! My Captain!

Narrative Poems

Longfellow	Evangeline
Tennyson	Enoch Arden
Whittier	Snowbound

Grade IX

Browning	Incident of the French Camp
Burnet	The Road to Vagabondia
Cooney	Lindbergh
Emerson	Forbearance
Foss	The House by the Side of the Road

Frost	The Birches
Gould	Wander-Thirst
Guest	Just a Job
Hart	The Reveille
Henley	Invictus
Holland	God Give Us Men
Holmes	The Chambered Nautilus
Kilmer	Roofs
Kipling	Gunga Din
Letts	The Spires of Oxford
Lindsay	Abraham Lincoln Walks at Midnight
Markham	The Day and the Work
Morley	Song for a Little House
Poe	The Raven
Rice	The Chant of the Colorado
Riley	The Old Swimmin' Hole
Sandburg	Fog
Stevenson	Requiem
St. Vincent	
Millay	Recuerdo
Teasdale	Barter

Narrative Poems

Coleridge	The Rime of the Ancient Mariner
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2099	2099
2100	2100

Continued on next page

See end of the book

Index

Scott

The Lady of the Lake

UNIT III. BIOGRAPHICAL SELECTIONS

Students of junior high school thoroughly enjoy and appreciate short biographies of people worth knowing. The main goal in teaching this phase of literature is to awaken interests and to inspire admiration for the accomplishments of these heroes.

Activities:

1. Emphasis on qualities that contributed to person's greatness
2. Discussion of accomplishments to develop an understanding and sympathy for their problems
3. Exhibits of biographies to keep reading alive (Many companies furnish exhibits free of charge.)
4. Correlation with composition by writing summaries and reports of biographies
5. Dramatization of characters

Suggested Program by Grades:

Grade VII

Aldrich

The Story of a Bad Boy

Barrett

Marooned

Custer	Boots and Saddles
Dodge	Hans Brinker
Lewis	Young Fu of the Upper Yangtze
Lewis	Ho-ming, Girl of New China
Nicolay	A President's Childhood
Tietjens	Boy of the Desert
Twain	Adventures of Tom Sawyer
Yeziarska	How I Found America

Grade VIII

Cody	The Adventures of Buffalo Bill
Golding	Story of David Livingstone
Green	Dick Byrd, An Explorer
Hagedorn	Lindbergh
Hagedorn	Boys' Life of Theodore Roosevelt
Hill	On the Trail of Grant and Lee
Jones	Thomas A Edison
Keller	The Story of My Life
Richards	Florence Nightingale
Scudder	Life of Washington
Stefanson	Northward Ho!
Tarbell	Boy Scout's Life of Lincoln
White	Daniel Boone

Grade IX

Breshkovsky	Little Grandmother of the Russian Revolution
Brown	Boyhood of Edward MacDowell
de Kruif	Microbe Hunters
Garland	Son of the Middle Border
Hagedorn	Edith Cavell
James	Lone Cowboy, My Life Story
Law	Wilbur and Orville Wright
Lindbergh	We
Riis	The Making of an American
Sandburg	Abe Lincoln Grows Up
Thomas	Modern Buckaneers
Washington	Up from Slavery

UNIT IV. ESSAYS

Essays are well adapted to the junior high school since they are short and deal with experiences interesting to the students -- mainly personal experiences and judgments frequently in the form of letters, speeches, interviews, and descriptions.

Activities:

1. Discussion of their own experiences or impressions

List of names	
John A. Smith	1845
James B. Jones	1846
William C. Brown	1847
Robert D. White	1848
Thomas E. Green	1849
Charles F. Black	1850
Henry G. Gray	1851
George H. Hall	1852
Edward I. King	1853
Frederick J. Lee	1854
William K. Scott	1855
John L. Adams	1856
James M. Baker	1857
William N. Carter	1858
Robert O. Evans	1859
Thomas P. Fisher	1860
Charles Q. Gibson	1861
Henry R. Harris	1862
George S. Hunt	1863
Edward T. Jackson	1864
Frederick U. Kelly	1865
William V. Lewis	1866
John W. Martin	1867
James X. Nelson	1868
William Y. Oliver	1869
Robert Z. Parker	1870

APPENDIX

The following list of names is taken from the original manuscript and is intended to be a complete list of the names of the persons who were present at the meeting of the Board of Directors of the Company on the 1st day of January, 1871.

MEMBERS

The following list of names is taken from the original manuscript and is intended to be a complete list of the names of the persons who were present at the meeting of the Board of Directors of the Company on the 1st day of January, 1871.

2. Writing an appreciation of a friend
3. Writing special reports on discoveries and inventions mentioned in essays
4. Exhibition of pictures collected by the class to illustrate an essay
5. Delivering oral reports on famous persons or places mentioned in essays
6. Making a list of words or phrases in essays that are unusual
7. Making use of maps and globes to help visualize places mentioned in essays

Suggested Program by Grades

Grade VII

Collins	Building a Skyscraper
Crane	Boy Wanted
Hagedorn	You Are the Hope of the World
Hall	Romance of the Steel Mills
Lamb	Roast Pig
Lane	Makers of the Flag
Lucas	Our Feathered Friends
Lucas	The Listener
Page	The American's Creed
Parkman	The Heroine
Roosevelt	Hunting the Grizzly Bear

Roosevelt

Letters to His Children

Grade VIII

Fabre

My Cats

Hagedorn

Lindbergh

Hugo

The Combat with the Octopus

Lincoln

Gettysburg Address

Morley

The Apple That No One Ate

Parkman

Charles Goodyear

Pierce

Forest Fires

Roosevelt

The American Boy

Stockton

A Piece of Red Calico

Twain

New England Weather

Warner

How I Killed a Bear

Grade IX

Benchley

Tortures of Week-End Visiting

Brooks

At a Toy Shop Window

Burroughs

Buds and Bees

Bushly

The Dance of the Snake

Crowell

Boggs on Dogs

Eaton

The Bluest Lake in the World

Franklin

The Way to Wealth

Grayson

Argument With a Millionaire

Lamb

Dissertation on Roast Pig

1881-1882

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Leacock	The Dentist and the Gas
Morley	The Century
Stevens	Paul Bunyan
Stevenson	A Night Among the Pines

UNIT V. PLAYS

To enjoy plays in which suspense and character interest are both strong is the primary objective in the study of plays.¹ Plays should not be presented as an end in itself; they should be read and dramatized with understanding and imagination to note the relationship between character and action.

Activities:

1. Discussion of early type of plays
 - a. use of men for women's parts
 - b. lack of stage properties and backgrounds
2. Discussion of difference between play and story
3. Emphasis on characters and action
4. Reading play rapidly for thought (plot)

¹ W. Wilbur Hatfield, An Experience Curriculum in English, Monograph No. 4, National Council of Teachers of English, D. Appleton-Century Company, New York, 1935, p. 51.

1. The first part of the report	1. Introduction
2. The second part of the report	2. Literature Review
3. The third part of the report	3. Methodology
4. The fourth part of the report	4. Results and Discussion

2. Literature Review

The literature review is a critical analysis of the existing research on the topic. It identifies the key theories, concepts, and findings that have shaped the field. The review also highlights the gaps in the literature and the need for further research. The literature review is organized into sections that correspond to the main themes of the study. Each section provides a detailed summary of the relevant research and discusses its implications for the study.

3. Methodology

The methodology section describes the research design, data collection methods, and data analysis techniques used in the study. It provides a detailed account of the procedures followed to ensure the reliability and validity of the findings. The methodology is organized into sections that correspond to the different stages of the research process. Each section provides a detailed description of the methods used and discusses their strengths and limitations.

The methodology section is organized into sections that correspond to the different stages of the research process. Each section provides a detailed description of the methods used and discusses their strengths and limitations.

4. Results and Discussion

The results and discussion section presents the findings of the study and discusses their implications. It provides a detailed account of the results and discusses their significance for the field. The results and discussion is organized into sections that correspond to the different findings of the study. Each section provides a detailed description of the results and discusses their implications for the study.

The results and discussion section is organized into sections that correspond to the different findings of the study. Each section provides a detailed description of the results and discusses their implications for the study.

5. Changing a short story to a play
6. Writing an original play
7. Planning a production
 - a. sketches of costumes and stage settings
 - b. characters and scenes
 - c. stage effects
 - d. properties
8. Comparing plays as to theme, characters, and historical background
9. Making miniature stage, using paper doll with costumes

Suggested Program by Grades

Grade VII

Coppee	Violin Maker of Cremona
Field	Three Pills in a Bottle
Mackay	The Snow Witch
Sanders	Knave of Hearts

Grade VIII

Dunsany	The Evil Kettle
Lady Dell	The Emperor's New Clothes
Monkhouse	The Gran Chan's Diamond
Sanders	Patch-work Quilt

- 1. The first of these is the fact that the...
- 2. The second of these is the fact that the...
- 3. The third of these is the fact that the...
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THE SECOND OF THESE FACTORS	
THE SECOND OF THESE FACTORS	
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3. The third of these is the fact that the...	3. The third of these is the fact that the...
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9. The ninth of these is the fact that the...	9. The ninth of these is the fact that the...
10. The tenth of these is the fact that the...	10. The tenth of these is the fact that the...

Shakespeare Mid-summer Night's Dream

Grade IX

Drinkwater	Abraham Lincoln
Dunsany	The Lost Silk Hat
Gale	Not Quite Such a Goose
Knowles	William Tell
Lady Gregory	Spreading the News
Peabody	The Piper
Pillot	Two Crooks and a Lady
Saunders	Figureheads
Shakespeare	The Merchant of Venice

UNIT VI. RADIO

"Listening to the radio" has become a popular activity among the American people -- especially among the young people. The radio has invaded the classroom and has become a vital instrument in motivating the English program.

Objectives:¹

1. In direct relation to the English classrooms.

a. Esthetic and Literary to correlate

¹ Ibid., pp. 65-66

1. The first part of the paper is devoted to a general discussion of the problem.

2. The second part is devoted to a detailed study of the case of a single particle.

3. The third part is devoted to a study of the case of a system of particles.	4. The fourth part is devoted to a study of the case of a system of particles.
5. The fifth part is devoted to a study of the case of a system of particles.	6. The sixth part is devoted to a study of the case of a system of particles.
7. The seventh part is devoted to a study of the case of a system of particles.	8. The eighth part is devoted to a study of the case of a system of particles.
9. The ninth part is devoted to a study of the case of a system of particles.	10. The tenth part is devoted to a study of the case of a system of particles.
11. The eleventh part is devoted to a study of the case of a system of particles.	12. The twelfth part is devoted to a study of the case of a system of particles.
13. The thirteenth part is devoted to a study of the case of a system of particles.	14. The fourteenth part is devoted to a study of the case of a system of particles.
15. The fifteenth part is devoted to a study of the case of a system of particles.	16. The sixteenth part is devoted to a study of the case of a system of particles.
17. The seventeenth part is devoted to a study of the case of a system of particles.	18. The eighteenth part is devoted to a study of the case of a system of particles.
19. The nineteenth part is devoted to a study of the case of a system of particles.	20. The twentieth part is devoted to a study of the case of a system of particles.

APPENDIX

The following table gives the results of the calculations for the case of a system of particles. The first column gives the number of particles, the second column gives the number of degrees of freedom, the third column gives the number of states, and the fourth column gives the number of states per unit volume.

TABLE I

Number of particles, degrees of freedom, number of states, and number of states per unit volume.

TABLE II

Number of particles, degrees of freedom, number of states, and number of states per unit volume.

TABLE III

literature experiences in radio programs with those present in the work in English.

- b. Expressional - to utilize opportunities for critical discussion and writing, as part of the training in expression given in English.
- c. Expressional - to compose sketches, addresses, interviews, and the like as if for radio broadcasting and the actual use of these wherever possible, as training in writing and delivery -- all from carefully selected models.
- d. Linguistic - to make use of opportunities for the study of language, as occurring
 - (1) in radio discussion of usage and related topics
 - (2) in a study of the technique of broadcasting and the diction of announcers and speakers, in order to raise standards of speech and

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improve spoken English

- e. Literary and Linguistic - to increase appreciation of the spoken word and to stress the aural values of verse as given over the air.

2. In General Education:

- a. Civic - to give young people help in making worthy use of leisure time
- b. Civic - to establish standards of taste to be used in judging radio programs, such standards to be differentiated to suit different kinds of programs
- c. Civic - to develop ability to follow and to examine critically the lectures, discussions, and advertising statements of radio programs, as a means of creating intelligent skepticism and the power to resist propaganda
- d. Esthetic - to increase desirable character ideals and attitudes, as a reflex of radio programs

1. The first group of people

are the people who are not

interested in the subject

of the study and who are

not interested in the results

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not interested in the results

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- e. Esthetic - to increase appreciation of the art of radio
- f. Informational - to provide general information
 - a. correlation with history, civics, economics, science, art, music, foreign languages, etc.

UNIT VII. MOTION PICTURES

The motion picture is a powerful force which influences the lives of young people for good or for evil. Since attending the movies is a significant activity among young people, it should be the school's problem to offer guidance in judging motion pictures.

In the monograph published by the National Council of Teachers of English,¹ the study reports that photoplay appreciation can be taught successfully to American boys and girls in grades nine through twelve, provided the unit includes discussion of not less than seven current photoplays and devotes approximately two class periods to each photoplay. It also adds that there is a close relationship between the

¹ William Lewin, Photoplay Appreciation in American High Schools, National Council of Teachers of English, Monograph No. 3, D. Appleton-Century Company, New York, 1934, pp. 94-95

1. Introduction

2. Objectives

3. Methodology

4. Results

5. Conclusion

6. References

7. Appendix

8. Index

9. Summary

10. Conclusion

11. References

12. Appendix

13. Index

14. Summary

15. Conclusion

16. References

17. Appendix

18. Index

19. Summary

20. Conclusion

21. References

22. Appendix

23. Index

24. Summary

25. Conclusion

outside reading habits of junior and senior high school students and their attendance at motion pictures:

1. A majority of pupils are stimulated to read books as a result of having enjoyed screen versions of those books.
2. A majority of pupils tend to select photoplays they know to be based on books they have enjoyed reading.

As a result of classroom discussion and instruction, the book-film relationship becomes more significant.

The committee on photoplay appreciation makes the following recommendations:¹

1. That units of instruction in photoplay appreciation be introduced into the nation's schools, with a view to improving popular standards of taste and judgment in relation to photoplays by mass education.
2. That experimentation be initiated with a view to formulating children's criteria, in harmony with those of English teachers, for the selection and evaluation of photoplays.
3. That courses in methods of teaching photoplay appreciation be included in the curricula of

¹ Ibid., p. 96

colleges of education, with a view to setting forth the most successful methodologies that have been developed through experimentation.

4. That a national committee of English teachers preview selected current photoplays, with a view to suggesting which productions are worthy of consideration in classroom.
5. That the publication of study-guides to selected current photoplays be developed.

The use of rating-scales for judging motion pictures is a helpful teaching device. They range from the simplest to the most complex.¹ For grades seven and eight the rating-scale teaches pupils to rate motion pictures on seven points:

1. Main Idea
2. Story
3. Characters
4. Photography
5. Value to Humanity
6. Acting
7. Enjoyment

UNIT VIII. NAUGATUCK LITERATURE²

Engelhardt, Fred

Fulling Mill Brook

1937

¹ Ibid., p. 90

² This material is available at the Naugatuck Public Library

Lines, Edwin S.	Personal Recollections of Naugatuck	1926
Prichard, Sarah J.	A Day and a Night in the Old Porter House	1898
Regli, Adolph C.	Rubber's Goodyear	1941
Ward, William	The Early Schools of Naugatuck	1906
Warren, Israel P.	Chauncey Judd	1874

CHAPTER V

READING EXPERIENCES

CHAPTER V

READING EXPERIENCES

There are two major types of reading:

1. work-type, reading for information
2. recreation-type, reading for enjoyment

The work-type reading is presented under the Reading chapter and the recreation-type reading under the Literature chapter. However, one does not preclude the other. Both are separated to emphasize the fact that the reader's primary purpose varies in the two situations.

Reading is a tool subject. It calls attention to the fact that definite skills and techniques are required for reading literature. In other words, the foundation of all teaching of literature is the development of correct reading habits, not memorization of content.

The teaching of reading should continue through the junior and senior high school. Many pupils enter secondary schools with reading levels below normal. It is the teacher's problem to discover the weaknesses and needs of the child through a diagnostic testing program, then to build the reading program based upon the student's needs, interests, and abilities.¹

¹ Marquis E. Shattuck, The Development of a Modern Program in English, Ninth Yearbook, Department of Supervisors and Directors of Instruction, National Education Association, 1936, p. 45.

THE

AMERICAN

REPUBLICAN PARTY

OF THE STATE OF NEW YORK

FOR THE YEAR 1890

AND THE YEAR 1891

AND THE YEAR 1892

AND THE YEAR 1893

AND THE YEAR 1894

AND THE YEAR 1895

AND THE YEAR 1896

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AND THE YEAR 1913

Reading of newspapers and magazines has become an important activity in modern life. It offers many opportunities to the student who wishes to take advantage of his leisure time to broaden his interests and to increase the scope of his knowledge.

Newspaper and magazine articles are of value not only for the information they present but also for their challenge in stimulating thought and action.

The English program should include discussions of magazine and newspaper articles; this is considered an effective means of guiding students in their choice of reading. Students should be encouraged to collect magazines and newspapers for future reference. Writing a reference card for each and arranging in alphabetical order offers good practice in starting a library card file for classroom use.

Magazines for Junior High Students

American Boy	Popular Mechanics
American Girl	Popular Science
Scholastic	Aviation
Open Road for Boys	School Musician
Young America	Etude
St. Nicholas	Nature
Child Life	National Geographic
Boys' Life	Hygeia

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and the role of the accounting department in ensuring the integrity of the financial statements. It also highlights the need for transparency and accountability in the reporting process.

2. The second part of the document outlines the various methods used to collect and analyze data, including surveys, interviews, and focus groups. It emphasizes the importance of using a mix of qualitative and quantitative techniques to gain a comprehensive understanding of the research topic.

3. The third part of the document presents the results of the study, which show a significant correlation between the variables being investigated. The findings suggest that there is a need for further research in this area to explore the underlying causes and potential solutions.

4. The fourth part of the document discusses the implications of the study for practice and policy. It suggests that the findings can be used to inform decision-making and to develop strategies to address the issues identified in the research.

5. The fifth part of the document concludes the study and provides a summary of the key findings. It also acknowledges the limitations of the study and suggests areas for future research.

The work-type or informational reading should aim:

1. to acquire information
2. to follow directions
3. to understand statements
4. to form opinions
5. to evaluate material
6. to compare one's opinion with others
7. to reach a conclusion
8. to discover new problems
9. to discover relationships
10. to consult card catalogue

Outcomes for Work-Type Reading in Junior High School

1. Ability to locate information accurately
 - a. index, table of contents
 - b. maps, graphs, pictures
 - c. encyclopedia, yearbook, dictionary
 - d. magazines, newspapers
 - c. library card files
2. Ability to comprehend
 - a. recall definite information
 - b. follow directions
3. Ability to remember what is read
 - a. determine what should be remembered
 - b. distinguish between direct and implied detail

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4. Ability to organize material
 - a. summarize
 - b. note-taking
 - c. outline
5. Ability to evaluate -- interpret and draw conclusions
6. Ability to skim
 - a. get general idea
7. Ability to develop a meaningful vocabulary -- recognize new words through meaning of context

Suggestions for the Teacher:

1. Keep material on child's level.
2. Consider the child's needs, interests, and abilities.
3. Keep in mind definite objective in each assignment. Never give a chapter to read as an assignment.
4. Choose material which is neither too difficult nor too easy -- it should be challenging.
5. Vary reading activities and reading materials.
6. Explain to some extent reasons for work which is acquired.
7. Give special instruction to the group needed.
8. Evaluate with formal and informal tests frequently.
9. Examine results of tests and base remedial work upon these needs.

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10. Encourage extensive reading for enrichment.
11. Offer worthwhile help in reading newspapers.
12. List magazines and newspapers for reference.

As a tool activity, reading calls attention to the fact that there are certain techniques and abilities for reading and interpreting literature.¹ Activities which develop skills in reading, thus laying the foundation for enjoyment of literature are:

1. Keeping charts showing progress in reading
2. Writing questions on selection read
3. Keeping list of new words mastered
4. Using library, dictionary, and reference books
5. Interpreting pictures and cartoons in answer to questions
6. Substituting title for section read
7. Preparing topics for a debate
8. Expressing idea of story in a paragraph
9. Discussion of valuable books
10. Comparing opinions of different authors
11. Reading or interpreting graphs, charts, and maps
12. Reading to find key sentence or paragraph
13. Preparing to read a given section

¹ Verna White and J. B. Enochs, "Testing the Reading and Interpretation of Literature," The English Journal, 33:171-177, April, 1944.

14. Reading and interpreting newspaper headlines

UNIT I. DISCURSIVE READING¹

Activities:

1. Reading sports page including summaries of school's participation in basketball, football, or baseball
2. Interpreting the head-lines as a lead to news articles
3. Scanning the editorial to gain opinions of others
4. Evaluating ideas, principles, and opinions of others
5. Reading discussions in magazines to draw conclusions
6. Browsing through magazines for recreation

UNIT II. PROBLEM SOLVING

Activities:

1. Interpreting pictures or cartoons in answer to a question

¹ W. Wilbur Hatfield, An Experience Curriculum in English, Monograph No. 4, National Council of Teachers of English, D. Appleton-Century Company, New York, 1935, p. 101

2. Reading or interpreting graphs, maps, charts, and guides
3. Following directions in making a miniature stage for a marionette show
4. Analyzing the contents of a telegram as to message and fee charges
5. Arranging reference cards in proper order to be filed
6. Planning for a class carnival
7. Organizing a school newspaper
8. Seeking advice for a change in one's program of studies
9. Planning for a class meeting
10. Drawing up a simple code to govern class meetings

UNIT III. READING FOR REPORTS

Activities:

1. Reporting on the ballad, a poet, an author, or any phase of English work that merits further research
2. Reporting on the town of Naugatuck, America's first rubber town
 - a. story of Old Salem
 - b. historic location

c. chief industries

- (1) U. S. Rubber Company
- (2) Eastern Malleable Iron
Co.
- (3) Peter Paul, Inc.
- (4) Naugatuck Glass Company
- (5) Risdon Manufacturing
Company

d. school system

- (1) one high school
- (2) six elementary schools
- (3) two parochial schools

e. public libraries

- (1) one adult
- (2) one children

f. recreation

- (1) two motion picture
theaters
- (2) recreational field
- (3) golf course
- (4) Y. M. C. A.

g. "Naugatuck Daily News"

- (1) published by Rudolph
Hennick
- (2) managed by Joseph Donahue

- h. churches of all denominations
- 3. Reporting on Naugatuck's industries
 - a. "The Romance of Rubber" ¹
 - (1) A peep into the past
 - (2) Charles Goodyear
 - (3) Henry Wickham
 - (4) Visiting a modern rubber plantation
 - (5) Chemistry makes rubber serve us
 - (6) Preparing dry rubber
 - (7) Preparing liquid rubber
 - (8) Rubber serves industry
 - (9) Rubber in home and on farm
 - (10) Rubber serves the sick
 - (11) Rubber helps protect
 - (12) You ride on rubber
 - (13) You walk on rubber
 - (14) You sleep and sit on rubber
 - (15) You wear rubber

¹ The Romance of Rubber published by United States Rubber Company, Rockefeller Center, 1230 Sixth Avenue, New York City, 1941.

(16) Story of a great company

(17) Synthetic rubber

b. The story of a coconut candy bar¹

(1) the coconut

(2) how coconuts grow

(3) how coconuts were
transplanted

(4) how coconuts are
harvested

(5) how coconuts are sent to
market

(6) how coconuts are
distributed

(7) how the meat is removed
from the shell of the
coconut

(8) how shredded coconut is
made

c. The story of chewing gum

(1) history of chewing gum

(2) chicle gathering

(3) modern chewing gum

¹ Literature received from the Peter Paul, Inc.,
Naugatuck, Connecticut.

(4) activated charcoal gum

- d. The story of a safety pin
 - e. The story of glass products
 - f. The story of iron castings
4. Reporting on the early settlers of Naugatuck
 5. Comparing the population back in 1847 with today's
 6. Reporting on the philanthropists of Naugatuck
 7. Reporting on the form of government
 8. Reporting on the incorporation of Naugatuck as a borough
 9. Reporting on the fire and police departments

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CHAPTER VI

COMPOSITION EXPERIENCES

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COMPOSITION EXPERIENCES

The aim of teaching oral and written composition is to enable the pupil to communicate his ideas to others with an increasing correctness and effectiveness as he grows into maturity.

Objectives of oral composition:¹

1. to entertain and improve one's social relations
2. to instruct, to plan, and to make decisions
3. to persuade or to influence and to report on activities
4. to spread news to carry on business

Objectives of written composition:²

1. to record for historical purposes
2. to transmit information
3. to reach a wider audience
4. to make communication more formal and accurate
5. to guide one's speech

¹ William H. Burton, The Supervision of Elementary Subjects, Chapter VI. "The Supervision of Language" by Walter Barnes, D. Appleton-Century Company, New York, 1929, p. 260

² Loc. cit.

6. to present material for class study
7. to spread news

These objectives are based upon activities of social importance. Research studies reveal the following language experiences are outcomes of social situations:¹

1. Conversation
2. Discussion
3. Story-telling
4. Explaining
5. Debating
6. Speech making
7. Letter writing
8. Making oral and written reports

A wise teacher will utilize these experiences taking into consideration the pupil's needs and interests, motivating the work by correlating it with in-school and out-of-school interests.

Basic principles in composition:

1. Pupils should be encouraged to want to talk and write.
2. Growth in composition is slow and requires proper direction, drill, testing, correcting, and retesting.

¹ Ibid., pp. 240-242.

3. Best topic is one within pupil's own experience.
4. Provisions should be made for teaching pupil:
 - a. to confine his topic to one he can handle
 - b. to decide upon a title on topic that will suit the talk or theme
 - c. to think out a good beginning sentence
 - d. to develop the theme
 - e. to prepare a closing sentence to round out the whole talk or theme
 - f. to confine himself to clear cut sentences having one main thought
5. The whole composition should be planned to bring about unity of thought, coherence of parts, and emphasis of ideas.
6. Variety in sentence structure and paragraph arrangement is necessary.
7. Use of illustrations and comparisons will aid in all forms of expression.
8. Neat work -- well written and well-planned adds to the appearance.
9. Suggestions and criticisms should be

1. Einführung	1
2. Die Bedeutung der Arbeit	2
3. Die Aufgaben der Arbeit	3
4. Die Verantwortung der Arbeit	4
5. Die Zusammenarbeit	5
6. Die Arbeitsbedingungen	6
7. Die Arbeitszeiten	7
8. Die Arbeitslohn	8
9. Die Arbeitsplätze	9
10. Die Arbeitsmittel	10
11. Die Arbeitsverfahren	11
12. Die Arbeitsorganisation	12
13. Die Arbeitskultur	13
14. Die Arbeitsethik	14
15. Die Arbeitsrecht	15
16. Die Arbeitsmedizin	16
17. Die Arbeitspsychologie	17
18. Die Arbeitsökonomie	18
19. Die Arbeitswissenschaft	19
20. Die Arbeitsentwicklung	20

offered in a spirit of helpfulness.

A course of study suggestive of these aims and objectives will lead the student to develop attitudes, skills, and abilities. "We shall never thoroughly enrich our composition teaching until we accept the principle that the development of attitudes is as necessary as the development of an accurate comprehension of the varied world which we are to describe and discuss".¹

¹ Henry Suzzallo in Preface to English Composition As a Social Problem, S. A. Leonard, Houghton Mifflin, Boston, 1917

WRITTEN COMPOSITION

Correct writing is a habit which is developed through functional writing experiences. The more experience a pupil has in writing and speaking, the more effective and correct will be his work. Desirable activities will help pupils to observe, to investigate, to report, to imagine, to understand, and to reason.

To accomplish this purpose there is no one definite method since the needs, abilities, and interests of pupils vary. All pupils should not be required to write on same topic; their needs, abilities, and interests should be considered. Students should be exposed to a rich diet and encouraged to utilize their abilities. The unit on Creative Writing is intended for enriching the English program. However, the teacher should observe certain principles:

1. Composition work should grow out of actual situations arising in school, home, and community.
2. It should be based upon genuine pupil interests.
3. Composition should make use of the subject matter of all departments of the school.
4. It should be closely related to the extra-curricular activities of the

school.¹

Often written composition is an outgrowth of an experience in oral composition, wherein pupils are asked to reproduce in writing what they first have given orally. Thus part of the problem of what to write is solved, and pupils can concentrate on mechanics of transferring thought to paper. This is a challenge to their written power.

Objectives of Written Composition:

1. to develop the ability to express one's thoughts accurately and clearly in sentences, paragraphs, and themes
2. to enrich the power of words through the expression of ideas and experiences
3. to promote the ability to organize a correct outline for any well-written article
4. to eradicate from one's usage, errors in spelling, punctuation, grammar capitalization, and vocabulary

In a study on written composition Catherine McDonald²

¹ Dora V. Smith, Instruction in English, Report of National Survey of Secondary Schools, Bulletin No. 17, Washington, D. C., Government Printing Office, February, 1933, p. 26

² Catherine B. McDonald, Student Preferences in Written Composition Assignments in Seventh, Eighth, and Ninth Grades, Unpublished Master's Thesis, Boston University, Boston, 1945

discovered the order of preference of students for assignments to be:

1. Letter
2. Outline
3. Paragraph
4. Play
5. Report
6. Article

There was no statistical significance in junior high preference in written composition. Topics dealing with personal experiences and interests rated highest, such as hobby, aviation, radio, pioneering, and camping. Friendly letters were preferred over other kinds of letters.

Junior high compositions should be brief and frequent. A paragraph of six or eight lines correct in spelling, punctuation, capitalization, and usage is preferable to many pages of rambling material.

The writing of themes in the early stages should be under the guidance of the teacher. Many persistent errors may be corrected during class period while the students are writing. This plan of directed study will benefit the pupil in establishing good habits of writing.

Skill in written composition is a steady growth. It is the problem of every English teacher to develop a sentence sense and paragraph sense through constant drill and repetition.

Composition and Its Essentials - C U E ¹

Concepts of the three important principles in writing a theme should be developed through its application of:

1. Coherence

Are there any gaps in the expression of thought?

Is there a lack of growth?

Do the parts stick together?

2. Unity

Are there any unnecessary elements?

Do all these parts in combining say but one main thing?

3. Emphasis

Are the parts so apportioned and so placed as to make the strongest appeal?

In evaluating written composition themes the teacher should consider two phases of the theme:

1. Content or story value which includes the individual's style of expression.
2. Mechanics or form value which includes spelling, grammar, punctuation, and capitalization.

¹ Charles S. Thomas, The Teaching of English in the Secondary School, Houghton Mifflin Company, Boston, 1927, p. 112

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Two grades should be recorded on the themes, for instance,

C/A

C - Content

A - Mechanics

In addition to this grading, a written comment by the teacher often encourages the pupil to do better work.

Objective Measurement of Written Themes

Teachers' marks in written compositions have not been sufficiently reliable; some have been mere guesses -- some good, some poor. These subjective factors have lowered the reliability of teachers' marks.

Out of these problems there arose a movement for more objective measuring of themes. It took the form of composition scales. "A composition scale is a series of student themes, some ten to twenty in number ranged in order (or steps) from low to high on the basis of actual accomplishment without reference to any special school year."¹

A numerical value has been assigned to each theme representing a step in the scale. These values have been determined by expert judges. The teacher scores a pupil's theme by comparing it with those on the scale and giving it the same grade as the one on the specimen composition, which it most

¹ Edward H. Webster and Dora V. Smith, Teaching English in the Junior High School, World Book Company, Yonkers-on-Hudson, 1927, p. 263

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REPORT OF THE

COMMISSIONERS OF THE

BOARD OF EDUCATION

FOR THE YEAR

1900-1901

CHICAGO, ILL.

1901

nearly resembles.

Dr. Rice¹ was the first to attempt a composition scale. His experiment made teachers conscious of their ratings and there soon developed a series of composition scales. The following are most common:

Ballou, F. W., "Harvard Newton Composition Scales," Harvard University Press, Cambridge, Massachusetts

Hillegas, Milo B., "A Scale for the Measurement of Quality in English Composition by Young People," Teachers College, Columbia University, New York City

Hudelson, Earl, "Hudelson English Composition Scale," World Book Company, Yonkers-on-Hudson, New York

Lewis, E. E., "Scales for Measuring Special Types of English Composition," Yonkers-on-Hudson, New York

Thorndike, F. L., "Thorndike Extension of the Hillegas Scale," Bureau of Publication, Teachers College, Columbia University, New York City

Van Wagenen, M. J., "Minnesota English Composition Scales," College of Education, University of Minnesota, Minneapolis, Minnesota

Willing, M. H., "Willing Scale for Measuring Written Composition," Public School Publishing Company, Bloomington, Illinois

1

Earl Hudelson, English Composition, Its Aims, Methods, and Measurement, Part I., National Society for the Study of Education, Twenty-Second Yearbook, Public School Publishing Company, Bloomington, Illinois, 1923, pp. 42-43

1. The first part of the document is a letter from the President of the United States to the Congress.

2. The second part is a report from the Secretary of the Treasury on the state of the Union.

3. The third part is a report from the Secretary of the Navy on the state of the Navy.

4. The fourth part is a report from the Secretary of the War on the state of the War.

5. The fifth part is a report from the Secretary of the Interior on the state of the Interior.

6. The sixth part is a report from the Secretary of the Agriculture on the state of the Agriculture.

7. The seventh part is a report from the Secretary of the Commerce on the state of the Commerce.

8. The eighth part is a report from the Secretary of the Education on the state of the Education.

9. The ninth part is a report from the Secretary of the Health on the state of the Health.

10. The tenth part is a report from the Secretary of the Labor on the state of the Labor.

11. The eleventh part is a report from the Secretary of the Finance on the state of the Finance.

12. The twelfth part is a report from the Secretary of the Justice on the state of the Justice.

13. The thirteenth part is a report from the Secretary of the State on the state of the State.

14. The fourteenth part is a report from the Secretary of the War on the state of the War.

Characteristics and Procedure

In the seventh grade stress should be placed on the ability:

1. to write clear complete sentence
2. to vary the simple sentence
3. to use correct structure
4. to use correct punctuation
5. to use correct usage

In the eighth grade continued stress should be placed on the simple sentence advancing to compound and complex sentences. Progress should be made from the sentence structure to the paragraph structure.

In the ninth grade extensive drill, application, and enrichment of the sentence should be stressed with paragraph organization as a unit.

By the end of the junior high school years, pupils will have been exposed to the techniques and skills of writing, through the development of concepts and understandings of the sentence and paragraph, not as an end in itself but as a means to better compositions. As his experience widens, his thinking will become more complex and his writing will progress from simple to compound sentences.

In the outline that follows, the suggested composition units are not divided into minimums for each year of the junior high school; it is planned so that the teacher may return to various phases throughout the junior high school, placing

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emphasis where it is most needed by her class.

WRITING EXPERIENCES

UNIT I. SOCIAL LETTERS

Techniques Desirable in Writing Social Letters¹

Social Techniques:

1. To adopt a friendly attitude expressed in sincere and simple terms
2. To express opinions tactfully
3. To mention all necessary facts on details
4. To express thoughts with clarity
5. To use descriptive detail for vividness
6. To write about topics of interest to the recipient, rather than exclusively about one's self

Language Techniques:

1. To write in complete sentences
2. to employ occasionally, for clarity, variety, and economy, the following devices:
 - a. Adverbial modifiers at beginning of sentences
 - b. Compound predicates

¹ W. Wilbur Hatfield, An Experience Curriculum in English, Monograph No. 4, National Council of Teachers of English, D. Appleton-Century Company, New York, 1935, pp. 211-212

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PHYSICAL CHEMISTRY

LECTURE NOTES

BY

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JOHN V. KILPATRICK

AND

ASSISTANT PROFESSOR

JOHN H. KILPATRICK

CHICAGO, ILLINOIS

1951

1952

1953

1954

1955

1956

1957

1958

1959

1960

1961

1962

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- c. Adverbs or adverbial clauses in the predicate position
 - d. Exclamations
 - e. Direct discourse
 - f. Relative clauses
3. To paragraph properly
 4. To punctuate direct quotations properly
 5. To use commas to set off yes and no, and nouns in direct address
 6. To use apostrophes to indicate contractions, and for nouns in the possessive singular
 7. To capitalize words beginning sentences, proper nouns, titles that are part of names, the pronoun I, and the titles of books
 8. To spell correctly
 9. To write neatly and legibly
 10. To follow convention in the choice of ink and stationery, in the arrangement of the parts of the letter, including the superscription, in leaving margins, and in folding the letter

UNIT II. BUSINESS LETTERS

This is a sample unit of work following the outline

1. The first part of the document is a list of names.

2. The second part is a list of dates.

3. The third part is a list of places.

4. The fourth part is a list of events.

5. The fifth part is a list of people.

6. The sixth part is a list of organizations.

7. The seventh part is a list of institutions.

8. The eighth part is a list of departments.

9. The ninth part is a list of committees.

10. The tenth part is a list of boards.

11. The eleventh part is a list of councils.

12. The twelfth part is a list of associations.

13. The thirteenth part is a list of societies.

14. The fourteenth part is a list of clubs.

15. The fifteenth part is a list of groups.

16. The sixteenth part is a list of teams.

17. The seventeenth part is a list of leagues.

18. The eighteenth part is a list of conferences.

19. The nineteenth part is a list of seminars.

20. The twentieth part is a list of workshops.

21. The twenty-first part is a list of courses.

22. The twenty-second part is a list of programs.

23. The twenty-third part is a list of projects.

24. The twenty-fourth part is a list of initiatives.

25. The twenty-fifth part is a list of activities.

suggested by Dr. Billett¹ of Boston University.

I. The Unit - Writing Business Letters

Writing letters is an actual experience between persons. One conveys his ideas through writing; therefore, a business letter should be brief, concise, and clear. A written error is probably more noticeable, because it is more lasting than a spoken error. It is desirable to know the correct technique and the correct courtesies employed in writing business letters.

II. Delimitation of the Unit

1. A business letter should have the following characteristics:
 - a. It should be brief, concise, and clear.
 - b. It should give specific and definite information.
 - c. It should make requests and complaints with courtesy.
 - d. It should be correct in form and mechanics of writing -- free from errors in spelling, punctuation,

¹ Roy O. Billet, Fundamentals of Secondary-School Teaching with Emphasis on the Unit Method, Houghton Mifflin Company, Boston, 1940, pp. 504-533

THE HISTORY OF THE CITY OF BOSTON

FROM THE FIRST SETTLEMENT
TO THE PRESENT TIME
BY
JOHN H. COLEMAN
OF THE
CITY OF BOSTON

IN TWO VOLUMES.
VOL. I.
FROM THE FIRST SETTLEMENT
TO THE YEAR 1780.

BOSTON:
PUBLISHED BY
JOHN H. COLEMAN,
AT THE
CITY OF BOSTON.
1850.

PRINTED BY
JOHN H. COLEMAN,
AT THE
CITY OF BOSTON.

capitalization and grammar.

- e. It should be written legibly and neatly, keeping margins and spaces uniform.
- f. The stationery should be white or cream paper with matching envelope.
- g. Either blue or black ink should be used.

2. A business letter consists of six parts:

- a. The heading is the part of a letter which gives the address of the writer and the date.
- b. The inside address is the part of a letter which gives the name and address of the person or firm to whom the letter is sent. It may be written in block or indented form.
- c. The greeting (or salutation) includes words for opening the letter.
- d. The body of a business letter is the main part of the letter. The content of a business letter depends upon the type of business letter:

The following is a list of the names of the members of the American Medical Association who have been elected to the office of President of the Association for the year 1911. The names are listed in alphabetical order of their last names.

President

Dr. J. C. Brainerd, Chicago, Ill.

Dr. J. C. Brainerd, Chicago, Ill.

Dr. J. C. Brainerd, Chicago, Ill.

Dr. J. C. Brainerd, Chicago, Ill.

Dr. J. C. Brainerd, Chicago, Ill.

- (1) In writing an order one should include all necessary information about quantities, brands, sizes, colors, prices, catalogue numbers, postage, amount and arrangement for payment and shipping directions.
- (2) In making a request or a complaint one should be courteous. His letter should be brief and clear. Facts should be stated accurately.
- (3) In answering advertisements for lost property, the answer should be prompt. It should tell where the advertisement appeared and give a clear description of the property found so that the owner will recognize it. It should in itself invite a prompt reply.

THE HISTORY OF THE

REIGN OF

CHARLES THE FIRST

BY

JOHN BURNET

OF

OXFORD

IN TWO VOLUMES

THE SECOND VOLUME

CONTAINING

THE

REIGN OF

CHARLES THE FIRST

BY

JOHN BURNET

OF

OXFORD

IN TWO VOLUMES

THE SECOND VOLUME

CONTAINING

THE

REIGN OF

CHARLES THE FIRST

BY

JOHN BURNET

OF

OXFORD

- (4) In applying for a position one should tell the source of his information about the position. He should briefly state his age, qualifications, and experience. He should be truthful in statements about himself and be neither boastful nor over-modest. He should list references with complete names, addresses and telephone numbers.
- (5) Telegrams should give all necessary data -- day, hour, place, names and situations for receiver to understand. The message should be briefly and clearly stated.
- (6) A night letter is longer and slower than a

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OF

THE UNIVERSITY OF OXFORD

telegram. It is sent at night to be delivered the next morning. The rate for a 50-word letter is the same for a 10-word day telegram.

- e. The complimentary close of a business letter includes the words for closing the letter.
 - f. The signature in a business letter is the name of the person who writes the letter.
3. A business letter is folded for the reader's convenience so that it can be opened easily.
4. The envelope of a business letter should match the letter paper. It should include:
- a. The name and address of the person or firm to whom the letter is going.
 - b. The sender's name and address in the upper left hand corner of the envelope.
 - c. The addresses may be written in indented or block form, depending

1. The first part of the paper is devoted to a general discussion of the problem.

2. In the second part, we shall consider the case of a single particle.

3. The third part is devoted to the case of a system of particles.

4. In the fourth part, we shall consider the case of a continuous medium.

5. The fifth part is devoted to the case of a system of continuous media.

6. In the sixth part, we shall consider the case of a system of particles and continuous media.

7. The seventh part is devoted to the case of a system of particles and continuous media.

8. In the eighth part, we shall consider the case of a system of particles and continuous media.

9. The ninth part is devoted to the case of a system of particles and continuous media.

10. In the tenth part, we shall consider the case of a system of particles and continuous media.

11. The eleventh part is devoted to the case of a system of particles and continuous media.

12. In the twelfth part, we shall consider the case of a system of particles and continuous media.

13. The thirteenth part is devoted to the case of a system of particles and continuous media.

14. In the fourteenth part, we shall consider the case of a system of particles and continuous media.

15. The fifteenth part is devoted to the case of a system of particles and continuous media.

16. In the sixteenth part, we shall consider the case of a system of particles and continuous media.

17. The seventeenth part is devoted to the case of a system of particles and continuous media.

18. In the eighteenth part, we shall consider the case of a system of particles and continuous media.

19. The nineteenth part is devoted to the case of a system of particles and continuous media.

20. In the twentieth part, we shall consider the case of a system of particles and continuous media.

21. The twenty-first part is devoted to the case of a system of particles and continuous media.

22. In the twenty-second part, we shall consider the case of a system of particles and continuous media.

23. The twenty-third part is devoted to the case of a system of particles and continuous media.

24. In the twenty-fourth part, we shall consider the case of a system of particles and continuous media.

25. The twenty-fifth part is devoted to the case of a system of particles and continuous media.

26. In the twenty-sixth part, we shall consider the case of a system of particles and continuous media.

27. The twenty-seventh part is devoted to the case of a system of particles and continuous media.

28. In the twenty-eighth part, we shall consider the case of a system of particles and continuous media.

29. The twenty-ninth part is devoted to the case of a system of particles and continuous media.

30. In the thirtieth part, we shall consider the case of a system of particles and continuous media.

upon the form used in the inside address.

5. Letter should be written with pen and ink or typewritten:

- a. blue or black ink
- b. stationery -- white or cream
- c. unlined paper

III. Incidental and Indirect Learning Products

- 1. Habits of courtesy and politeness
- 2. Habits of neatness and punctuality
- 3. Skills in correct usage, punctuation, capitalization, and spelling

IV. Optional Related Activities

These are projects or activities that the student may engage in through his own interest. His selection of activities is made with the advice and approval of the teacher:

- 1. Write a business letter to the Educational Department of the U. S. Rubber Company, Box 12, New York City, asking for samples of different kinds of crude rubber, in addition to a small container of latex and materials for conducting two class experiments:

THE UNIVERSITY OF CHICAGO

IN THE DEPARTMENT OF THE HISTORY OF ARTS

THE HISTORY OF ARTS

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THE HISTORY OF ARTS

THE HISTORY OF ARTS

- a. extraction of rubber from latex
 - b. vulcanization process
2. Write a business letter to the Educational Department (same address as above) asking to borrow the motion picture The Romance of Rubber. There is no charge, except for transportation.
 3. Write a business letter to one of the town officials inviting him to your school to speak on the town, state, or federal government.
 4. Do some activities from reference books¹ for students (Teacher chooses the exercises from the students' reference book, and arranges the activities in order of difficulty to care for individual indifferences.)

V. The Unit Assignment (Time Allotment 12 periods -- 4 weeks with composition 3 times a week.)

Activities:

1. Write a business letter to the Public Relations Board asking permission to visit the rubber footwear plant.

¹ Recent textbooks listed in Appendix

THE UNIVERSITY OF CHICAGO

DEPARTMENT OF CHEMISTRY

PHYSICAL CHEMISTRY

LECTURE NOTES

BY

PROFESSOR

JOHN D. COLEMAN

CHICAGO, ILL.

1955

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CHICAGO, ILL.

- a. use your home address or school address
 - b. use today's date in the heading
 - c. remember the six parts to a business letter
 - d. fold letter correctly
 - e. address the envelope correctly.
2. Pretend that your basketball team plans to buy new suits for its members. Write an order to an athletic company using a fictitious name and address. Or bring in a catalogue for the class to use in making an order.
3. Cut out from your local newspaper an advertisement pertaining to some lost article or property. Write a business letter answering the advertisement promptly.
4. Imagine that you are interested in a part-time job. After examining the ads in the local paper, choose one position for which you think you are qualified. Write a letter of application following the rules discussed in class.
5. Imagine that you are away from home camp-

1. The first part of the report is devoted to a general survey of the situation in the country.

2. The second part of the report is devoted to a detailed analysis of the economic situation in the country.

3. The third part of the report is devoted to a detailed analysis of the social situation in the country.

4. The fourth part of the report is devoted to a detailed analysis of the political situation in the country.

5. The fifth part of the report is devoted to a detailed analysis of the cultural situation in the country.

6. The sixth part of the report is devoted to a detailed analysis of the environmental situation in the country.

7. The seventh part of the report is devoted to a detailed analysis of the international situation in the country.

8. The eighth part of the report is devoted to a detailed analysis of the future prospects of the country.

ing with a troop of scouts. Your mother expects you the latter part of the week, but you plan to leave earlier. Send a telegram to your family telling them to meet you at the railroad station. Include necessary information.

6. Bring to class samples of business letters; criticize and discuss in class.
7. Samples of each type of business letter will be reproduced on the board by pupils whose work is outstanding.
8. Rule your paper in rectangles of 3 1/2" x 5 1/2" to represent envelopes. In each rectangle write the correct address.

Include your name in the return address.

Alternate using block and indented form:

- a. An envelope from 82 blossom street, fitchburg, massachusetts to smith and rogers, 190 north main street, new orleans, louisiana.
- b. An envelope from 309 helen street, salt lake city, utah, to stiles and hammond st louis, missouri.
- c. An envelope from 70 cedar street, providence, rhode island, to

megin and sewall, 439 east ninth
street, chicago, illinois

- d. An envelope from 105 congress
avenue, chelsea, new hampshire, to
mrs. ida stockton, 400 lynn road,
oxford, connecticut.

- 9. In the Lost and Found column of the
"Evening Sentinel" the following advertisement appeared. Pretend that you
found the dog and wish to return it to the
owner who lives in your home town. Write
a business letter answering the advertisement:

Lost: Brown and white cocker spaniel,
family's pet. Reward offered
by owner -- Wilfred Barnum,
47 Longhill Road, Dalton,
Delaware.

- 10. Let's discuss:

- a. How and when does the inside
address help the post office
authorities?
- b. How does the heading help the
person who is answering the
letter?

- c. When is a period necessary in the heading or inside address?
- d. Why are carbon copies of letters kept on file in business offices?
- e. What is meant by a business letter being your personal representatives?
- f. What is the correct greeting to a woman?
- g. How does a married woman sign her name?
- h. What is the difference between sending articles C. O. D. and express collect?
- i. What is the difference between a telegram and a night letter?

VI. Reference Books for Teachers Only

Books dealing particularly with the teaching of English; these are listed in Appendix.

VII. Reference Books for Students

Recent textbooks listed in Appendix.

VIII. Evaluation

Diagnostic testing is an important part of the unit of work.

A. True - False = Write + if true

Write - if false

- () 1. Business letters should be written on lined paper.
- () 2. Essentials of business letter are important because they save a business man confusion and irritation.
- () 3. The block form is more common than the indented form.
- () 4. All punctuation is omitted in addressing an envelope.
- () 5. A night letter is a telegram received at night.
- () 6. In applying for a position one should be truthful about one's self.
- () 7. Only the first word of the closing should begin with a capital letter.
- () 8. A dash (-) follows the complimentary close.
- () 9. In sending a telegram an extra charge is made for each word over ten.
- () 10. In a complaint letter one should include every detail.
- () 11. The heading is the main part of a business letter.

- () 12. Either blue or black ink should be used.
- () 13. The correct greeting to a firm is, "My dear Sirs."
- () 14. In a telegram punctuation marks are charged.
- () 15. In sending a night letter the rate for a 50-word letter is the same as a 10-word day telegram.
- () 16. All business letters should be typewritten.
- () 17. Advertisements should be answered promptly.
- () 18. A business letter is folded for the reader's convenience.

B. Matching Exercise

Write the numbers of column II. in the proper parentheses.

I.

- () signature
- () body
- () heading
- () postscript
- () greeting
- () inside address
- () closing

II.

- 1. address of writer
- 2. salutation
- 3. complimentary close
- 4. writer
- 5. message
- 6. receiver

Chapter 1: Introduction to the subject . . . 1

Chapter 2: The basic concepts of the subject . . . 2

Chapter 3: The basic concepts of the subject . . . 3

Chapter 4: The basic concepts of the subject . . . 4

Chapter 5: The basic concepts of the subject . . . 5

Chapter 6: The basic concepts of the subject . . . 6

Chapter 7: The basic concepts of the subject . . . 7

Chapter 8: The basic concepts of the subject . . . 8

Chapter 9: The basic concepts of the subject . . . 9

Chapter 10: The basic concepts of the subject . . . 10

Chapter 11: The basic concepts of the subject . . . 11

Chapter 12: The basic concepts of the subject . . . 12

Chapter 13: The basic concepts of the subject . . . 13

Chapter 14: The basic concepts of the subject . . . 14

Indicate the end mark for each item in column II. by placing the numbers in the parentheses of column I.

- | I. | II. |
|--------------|----------------------------|
| () comma | 1. complimentary close |
| () colon | 2. greeting |
| () period | 3. between town and state |
| () question | 4. abbreviations |
| | 5. initials |
| | 6. end of a statement |
| | 7. end of an interrogative |

C. Completion Exercise

1. A business letter consists of _____ parts.
2. _____ or _____ is the color of the ink to be used.
3. The envelope of a business letter should have the addresses of the _____ and _____.
4. C. O. D. means _____.
5. In sending telegrams the word _____ is written to take the place of the period mark.
6. There is a minimum charge of _____

words in sending a telegram.

7. A business letter should be answered _____.
8. In writing orders the sign @ means _____.
9. The _____ is the main part of a business letter.
10. In addressing envelopes two forms may be used, _____ and _____.
11. A period is necessary in the heading where there is an _____ or an _____.
12. A business letter should be brief, _____ and _____.

D. Multiple Choice - check correct answer

1. The inside address is written on the top:
 - a. in the middle of the page
 - b. to the left of the page
 - c. to the right of the page
2. The proper greetings in business letters are:
 - a. Dear Gentlemen:
 - b. Dear Madam:
 - c. Dear Sir:

THE UNIVERSITY OF CHICAGO
DIVISION OF THE PHYSICAL SCIENCES
DEPARTMENT OF CHEMISTRY

RECEIVED
JAN 10 1964

FROM
DR. J. H. GOLDSTEIN

TO
DR. R. M. MAYER

RE
RECEIVED JAN 10 1964

FROM
DR. J. H. GOLDSTEIN

TO
DR. R. M. MAYER

RE
RECEIVED JAN 10 1964

FROM
DR. J. H. GOLDSTEIN

TO
DR. R. M. MAYER

RE
RECEIVED JAN 10 1964

FROM
DR. J. H. GOLDSTEIN

TO
DR. R. M. MAYER

- d. Gentlemen:
 - e. Dear Baker:
 - f. My dear Sir:
3. The main part of a business letter to post office officials is the:
- a. salutation
 - b. inside address
 - c. body
 - d. heading
 - e. signature
4. In which type of business letter should one list references:
- a. writing and order
 - b. making a complaint
 - c. applying for a position
 - d. answering an ad
 - e. sending a telegram
 - f. writing a night letter
5. In sending a telegram indicate by number whether the word or words or numbers are counted as one word, two or no charge:
- ☐ a. two thousand
 - ☐ b. per cent
 - ☐ c. 6000

- _____ d. Tom Brown
- _____ e. (punctuation marks - , ? .
: ;)
- _____ f. C. O. D.
- _____ g. O. K.
- _____ h. Delaware Railroad

UNIT III. WRITING STORIES

Activities:

1. to write life history of:
 - a. Peter Paul candy bar
 - b. charcoal chewing gum
 - c. rubber boot
 - d. safety pin
2. to write briefly of a personal experience
3. to write about an exciting movie seen
4. to write about a favorite radio program
5. to record the happenings of the day in a class diary
6. to record autobiographical incidents in the class history book
7. to write summaries of narrative poems
8. to write the conclusion to a story which the teacher has read to a crucial point
9. to write stories of heroism and adventure

... ..

... ..

... ..

... ..

10. to write about hobbies
11. to write descriptions of persons, places, and scenes
12. to write anecdotes

UNIT IV. WRITING REPORTS

Activities:

1. to record the minutes of class meetings
2. to record information of committee meetings
3. to write an announcement for the bulletin board
4. to keep individual or class diaries
5. to make a written report of an interview
6. to take significant notes on simple research to give a report to the class
7. to make an outline of one's report
8. to make a summary of one's report
9. to prepare a bibliography in alphabetical order
10. to report visits, excursions, accidents, parades, and trips
11. to write a character sketch
12. to write news articles for school paper
13. to write reports for school paper
14. to write a book report

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- a. reports on characters in book which have intrigued the student
- b. book reviews
 - (1) teacher can stimulate writing reviews by bringing to class and reading a short and pertinent newspaper or magazine review of recent books
 - (2) pupils can review their books in same manner
 - (3) best reviews can be published in school newspaper
- c. book reviews written in the form of a friendly letter -- criticism of plot and characters
- d. illustrated reviews in form of notebooks
- e. book reports evaluated -- teacher may use an objective test which she has prepared or one which has been published
- f. writing of advertisements for books read

1. The first part of the report
deals with the general situation

2. The second part of the report
deals with the specific situation

3. The third part of the report
deals with the results of the study

4. The fourth part of the report
deals with the conclusions of the study

5. The fifth part of the report
deals with the recommendations of the study

6. The sixth part of the report
deals with the bibliography of the study

7. The seventh part of the report
deals with the appendix of the study

8. The eighth part of the report
deals with the summary of the study

9. The ninth part of the report
deals with the index of the study

10. The tenth part of the report
deals with the list of figures of the study

11. The eleventh part of the report
deals with the list of tables of the study

12. The twelfth part of the report
deals with the list of references of the study

- g. writing of a scenario for a particular book
- h. brief outline of books read, then placed on file for future reference, thus developing the card file in alphabetical order

UNIT V. HELPFUL OPINIONS

Activities:

1. to present a simple argument or opinion to be read in influencing students, teachers, and principal
2. to express opinions through writing labels, titles, and signs
3. to state reasons for one's belief
4. to include questions in the argument or opinion so as to reach a decision
5. to offer criticisms for improvement
6. to express opinions on worthwhile topics:
 - a. Should everyone go out for at least one sport?
 - b. Is a school newspaper a benefit?
 - c. Should students pay class dues?
 - d. Should bicycles be allowed at school?

1. The Commission is to prepare a
report on the
work done during the year 1911.
The report should be submitted
to the Commission by the 1st of
January 1912.

Handwritten: 1911-12

- 2. The Commission is to prepare a report on the
work done during the year 1912.
The report should be submitted
to the Commission by the 1st of
January 1913.
- 3. The Commission is to prepare a report on the
work done during the year 1913.
The report should be submitted
to the Commission by the 1st of
January 1914.
- 4. The Commission is to prepare a report on the
work done during the year 1914.
The report should be submitted
to the Commission by the 1st of
January 1915.
- 5. The Commission is to prepare a report on the
work done during the year 1915.
The report should be submitted
to the Commission by the 1st of
January 1916.
- 6. The Commission is to prepare a report on the
work done during the year 1916.
The report should be submitted
to the Commission by the 1st of
January 1917.
- 7. The Commission is to prepare a report on the
work done during the year 1917.
The report should be submitted
to the Commission by the 1st of
January 1918.
- 8. The Commission is to prepare a report on the
work done during the year 1918.
The report should be submitted
to the Commission by the 1st of
January 1919.
- 9. The Commission is to prepare a report on the
work done during the year 1919.
The report should be submitted
to the Commission by the 1st of
January 1920.
- 10. The Commission is to prepare a report on the
work done during the year 1920.
The report should be submitted
to the Commission by the 1st of
January 1921.

- e. Is a student council helpful to the student body?
- f. How can homework be improved?
- g. Is it easier to study in school or at home?
- h. What does it mean to be An American?
- i. What is school spirit?
- j. What is your idea of Democracy?

UNIT VI. CREATIVE WRITING

Activities:

1. to write original radio scripts for school programs
2. to dramatize an original play or story
3. to write simple lyrics and limericks
4. to write stories and serials for the school newspaper
5. to express an attitude toward some phase of school or home life
6. to write a legend based upon local material
7. to write a biographical sketch of a hero
8. to trace the life history of:
 - a. a rubber tire
 - b. a bar of candy
 - c. a glass tumbler

1. The first part of the book is devoted to a general introduction to the subject.

2. The second part is devoted to a detailed study of the various aspects of the problem.

3. The third part is devoted to a study of the various methods of solution.

4. The fourth part is devoted to a study of the various applications of the theory.

5. The fifth part is devoted to a study of the various extensions of the theory.

6. The sixth part is devoted to a study of the various generalizations of the theory.

7. The seventh part is devoted to a study of the various special cases of the theory.

8. The eighth part is devoted to a study of the various numerical methods of solution.

9. The ninth part is devoted to a study of the various theoretical results.

10. The tenth part is devoted to a study of the various experimental results.

APPENDIX

1. The first part of the appendix is devoted to a study of the various properties of the functions.

2. The second part is devoted to a study of the various properties of the integrals.

3. The third part is devoted to a study of the various properties of the derivatives.

4. The fourth part is devoted to a study of the various properties of the limits.

5. The fifth part is devoted to a study of the various properties of the series.

6. The sixth part is devoted to a study of the various properties of the sums.

7. The seventh part is devoted to a study of the various properties of the products.

8. The eighth part is devoted to a study of the various properties of the quotients.

9. The ninth part is devoted to a study of the various properties of the powers.

10. The tenth part is devoted to a study of the various properties of the roots.

11. The eleventh part is devoted to a study of the various properties of the logarithms.

12. The twelfth part is devoted to a study of the various properties of the exponentials.

13. The thirteenth part is devoted to a study of the various properties of the trigonometric functions.

14. The fourteenth part is devoted to a study of the various properties of the hyperbolic functions.

15. The fifteenth part is devoted to a study of the various properties of the elliptic functions.

9. to take an imaginary trip to some country
studied

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ORAL COMPOSITION

Recognition of the importance and usefulness of oral expression in life suggests that, in general, oral English merits more time and attention than written English because life situations demand more oral expression experiences. For example: making announcements; selling tickets; asking advice; using the telephone; and telling a story are activities that function in life situations.

Objectives of oral composition:

1. to develop the ability to collect, organize, and present material for brief talks and reports in simple, clear, and correct English
2. to participate in conversation, in discussions, and in meetings with regard for the rights of others
3. to secure interest in oral work through wise selection of words
4. to cultivate a natural manner of expression and delivery

Oral composition in the junior high school should emphasize speech. Speech is becoming an integral part of the English curriculum. The teacher should plan her unit assignments in terms of the actual speech needs of the class, with emphasis largely on clear and correct expression of ideas.

The correct forms in usage which appear in a later chapter should correlate with oral composition.

Characteristics and Procedure

In the seventh grade stress should be placed on the ability:

1. to talk for a few minutes on a subject familiar to the pupil
2. to use simple, clear, correct English
3. to participate in class meetings

In the eighth grade stress should be placed on simple, clear English including the ability:

1. to speak interestingly and correctly
2. to discuss a topic
3. to keep to the point

In the ninth grade follow-up work of the seventh and eighth grades should be continued with increasing ability:

1. to speak before a group easily, correctly, and with some force
2. to be able to select a topic with care
3. to organize material effectively
4. to present talks interestingly

Evaluating Oral Composition

1890

1891

1892

1893

1894

1895

1896

1897

1898

1899

1900

1901

1902

1903

1904

All criticisms of class talks should be helpful and constructive. The pupil should be assisted to analyze his particular needs -- keeping a record of defects and trying to improve each time. A true criticism points out that which is good as well as that which detracts from the value of the thing criticized. All suggestions should be offered in a spirit of helpfulness.

SPEECH EXPERIENCES

UNIT I. SOCIAL CONVERSATION

Activities:

1. to conduct an informal classroom conversation:
 - a. relating an exciting adventure
 - b. describing a hobby
 - c. discussing a motion picture or a radio program
 - d. narrating a humorous anecdote
 - e. commenting on people
2. to practice social courtesies:
 - a. making social calls
 - b. making social introductions
 - c. accepting or rejecting an invitation
 - d. apologizing for a mistake
 - e. answering the doorbell

- f. returning a borrowed object
 - g. expressing thanks for a gift or a favor
 - h. offering congratulations or sympathy
 - i. taking leave gracefully of a person or a group
- 3. to share experiences:
 - a. discussing school athletics, school paper, socials
 - b. entertaining others
 - c. discussing current topics
- 4. to listen intelligently and actively to others
- 5. to imitate some good points noticed:
 - a. soft tones
 - b. clear, distinct enunciation
 - c. pronunciation
 - d. phrasing
 - e. emphasis
- 6. to tell anecdotes and stories
- 7. to conduct conversations
- 8. to conduct a dialogue between characters taken from two books

Introduction	1
Chapter I. The History of the	10
Chapter II. The History of the	20
Chapter III. The History of the	30
Chapter IV. The History of the	40
Chapter V. The History of the	50
Chapter VI. The History of the	60
Chapter VII. The History of the	70
Chapter VIII. The History of the	80
Chapter IX. The History of the	90
Chapter X. The History of the	100
Chapter XI. The History of the	110
Chapter XII. The History of the	120
Chapter XIII. The History of the	130
Chapter XIV. The History of the	140
Chapter XV. The History of the	150
Chapter XVI. The History of the	160
Chapter XVII. The History of the	170
Chapter XVIII. The History of the	180
Chapter XIX. The History of the	190
Chapter XX. The History of the	200

UNIT II. TELEPHONE CONVERSATION

Activities:

1. to conduct informal discussions on the correct use of the telephone for social and business purposes
2. to discuss telephone courtesy
3. to use telephone in:
 - a. ordering the family grocery
 - b. calling home to ask permission to go to the movies
 - c. inviting a friend to a party
 - d. giving a lesson to a friend who has been ill
 - e. calling the railway ticket office and asking about train schedule
 - f. making an appointment with the dentist
4. to converse by phone in which several books are mentioned and discussed briefly

UNIT III. DISCUSSION

Activities:

1. to discuss plans for classroom activities
 - a. planning for visits to:

Continued

and the following conditions: (1) The patient must be

under the direct supervision of a physician.

(2) The patient must be

under the direct supervision of a physician.

(3) The patient must be

under the direct supervision of a physician.

(4) The patient must be

under the direct supervision of a physician.

(5) The patient must be

under the direct supervision of a physician.

(6) The patient must be

under the direct supervision of a physician.

(7) The patient must be

under the direct supervision of a physician.

(8) The patient must be

under the direct supervision of a physician.

(9) The patient must be

under the direct supervision of a physician.

(10) The patient must be

Continued

and the following conditions: (1) The patient must be

under the direct supervision of a physician.

- (1) museum
- (2) library
- (3) bakery
- (4) candy factory
- (5) rubber factory
- (6) glass factory
- (7) foundry
- (8) paper mill

b. organizing class and assembly programs

2. to instruct and discuss use of the library
3. to discuss by using illustrations and demonstrations:
 - a. bandaging a broken arm
 - b. weaving on an Indian loom
4. to criticize a play or dramatization to be presented for class assembly
5. to express one's opinion concerning a problem in class
6. to stimulate discussion by asking intelligent questions
7. to listen actively
8. to discuss problems concerning student council
9. to pretend to be a book salesman, trying

1. Introduction	1
2. Literature Review	2
3. Methodology	3
4. Results	4
5. Discussion	5
6. Conclusion	6
7. References	7
8. Appendix	8
9. Glossary	9
10. Index	10

1. Introduction
2. Literature Review
3. Methodology
4. Results
5. Discussion
6. Conclusion
7. References
8. Appendix
9. Glossary
10. Index

to sell a book on its literary merits

UNIT IV. CLUB ACTIVITIES

Activities:

1. to draft a simple code to conduct class meetings, for example:
 - a. chairman calls the class to order
 - b. a member makes a motion
 - c. another member seconds the motion
 - d. chairman states the motion
 - e. a discussion follows
 - f. question is put to a vote
 - g. chairman reports the results
2. to read the minutes of class meetings
3. to read the minutes of committee meetings
4. to discuss intelligently the question before the group
5. to listen actively
6. to criticize in a spirit of helpfulness

UNIT V. INTERVIEWS

Activities:

1. to arrange for a trip to U. S. Rubber Co.
 - a. committee sent to interview
 - b. report to the class

THE UNIVERSITY OF CHICAGO

LIBRARY

1911

THE UNIVERSITY OF CHICAGO

LIBRARY

THE UNIVERSITY OF CHICAGO

LIBRARY

THE UNIVERSITY OF CHICAGO

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THE UNIVERSITY OF CHICAGO

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1911

THE UNIVERSITY OF CHICAGO

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THE UNIVERSITY OF CHICAGO

1911

THE UNIVERSITY OF CHICAGO

LIBRARY

THE UNIVERSITY OF CHICAGO

2. to ask important direct questions, so as to bring back desired information
3. to be courteous at all times
4. to introduce the person being interviewed
5. to interview a student or teacher who has traveled
6. to pretend to be an author interviewed by a student
7. to confer with teacher or principal concerning a problem

UNIT VI. CHORAL READING

Choral speaking is still practically an unknown art in the United States.¹ Twenty-two years ago John Masefield, Poet Laureate of England, made a casual remark which gave impetus to start the modern movement of choral speaking in the British Isles. Marjorie Gullan, inspired by Masefield, founded the London Speech Institute. Choral speaking is a good way to impart training in speech. Teachers have reported that stutterers never stutter when taking part in choral reading. This work should be started in the early years to develop the correct speech habits. The ideal situation is to devote ten

¹ Agnes C. Hamm, Choral Speaking Technique, The Tower Press, Milwaukee, Wisconsin, 1946, pp. 1-3

1. The first part of the document is a list of names.

2. The second part is a list of dates.

3. The third part is a list of places.

4. The fourth part is a list of events.

5. The fifth part is a list of people.

6. The sixth part is a list of things.

7. The seventh part is a list of actions.

8. The eighth part is a list of results.

9. The ninth part is a list of conclusions.

10. The tenth part is a list of recommendations.

APPENDIX A

The following table shows the results of the survey.

Table 1. Results of the survey.

The table shows the results of the survey for each of the ten categories.

The first column shows the category, and the second column shows the number of responses.

The third column shows the percentage of responses, and the fourth column shows the average rating.

The fifth column shows the standard deviation, and the sixth column shows the confidence interval.

The seventh column shows the p-value, and the eighth column shows the test statistic.

The ninth column shows the degrees of freedom, and the tenth column shows the critical value.

The eleventh column shows the test result, and the twelfth column shows the conclusion.

The thirteenth column shows the test result, and the fourteenth column shows the conclusion.

The fifteenth column shows the test result, and the sixteenth column shows the conclusion.

The seventeenth column shows the test result, and the eighteenth column shows the conclusion.

The nineteenth column shows the test result, and the twentieth column shows the conclusion.

The twenty-first column shows the test result, and the twenty-second column shows the conclusion.

or fifteen minutes a day to choral speaking in all grades

Poetry is introduced in a fascinating way through choral speaking. It becomes a live activity when it is understood and interpreted orally. There is a better appreciation of poetry through experience in choral reading; there is a contagion of interest and a sharing of poetic experiences, for it is a social activity.

Values from Choral Reading

1. improved speech
 - a. develops good habits of speaking
 - b. develops correct breathing
 - c. develops phrasing to produce pleasing tone
2. group cooperation
 - a. encourages shy child
 - b. develops self-confidence
 - c. develops poise
3. appreciation of poetry
 - a. develops understanding of poetic form
 - b. brings poetry to life for its beauty
4. personality and character development
 - a. develops individual's imagination and sympathy

b. develops self-expression

5. social understanding

a. vivifies social and historic
understanding

b. develops understanding of the past

c. develops appreciation of contri-
butions of man

Not all material is appropriate for choral reading. Poems and sonnets that express personal feelings should be omitted.

Include:

1. poetry and prose that express group feelings
2. patriotic poems
3. jingles and ballads

In organizing a choral reading group the students should be divided into choruses depending upon their pitch or the tonal quality of their voices:

Four choruses

1. girls with high or light voices
2. those with lower or dark voices
3. boys with higher voices
4. those with deeper voices

Three choruses -- all boys or all girls

1. high or light
2. middle
3. low or dark

1. The first part of the report is devoted to a general survey of the situation in the country. It is a very interesting and useful survey, and it is well worth reading. It is a very interesting and useful survey, and it is well worth reading.

2. The second part of the report is devoted to a detailed survey of the situation in the country. It is a very interesting and useful survey, and it is well worth reading. It is a very interesting and useful survey, and it is well worth reading.

3. The third part of the report is devoted to a detailed survey of the situation in the country. It is a very interesting and useful survey, and it is well worth reading. It is a very interesting and useful survey, and it is well worth reading.

4. The fourth part of the report is devoted to a detailed survey of the situation in the country. It is a very interesting and useful survey, and it is well worth reading. It is a very interesting and useful survey, and it is well worth reading.

5. The fifth part of the report is devoted to a detailed survey of the situation in the country. It is a very interesting and useful survey, and it is well worth reading. It is a very interesting and useful survey, and it is well worth reading.

6. The sixth part of the report is devoted to a detailed survey of the situation in the country. It is a very interesting and useful survey, and it is well worth reading. It is a very interesting and useful survey, and it is well worth reading.

7. The seventh part of the report is devoted to a detailed survey of the situation in the country. It is a very interesting and useful survey, and it is well worth reading. It is a very interesting and useful survey, and it is well worth reading.

8. The eighth part of the report is devoted to a detailed survey of the situation in the country. It is a very interesting and useful survey, and it is well worth reading. It is a very interesting and useful survey, and it is well worth reading.

9. The ninth part of the report is devoted to a detailed survey of the situation in the country. It is a very interesting and useful survey, and it is well worth reading. It is a very interesting and useful survey, and it is well worth reading.

10. The tenth part of the report is devoted to a detailed survey of the situation in the country. It is a very interesting and useful survey, and it is well worth reading. It is a very interesting and useful survey, and it is well worth reading.

Types of choric speech¹

1. Refrain

- a. soloist carries the narrative and the group responds with unison refrain
- b. ballads lend themselves well to refrain interpretation

2. Antiphonal

- a. two-part reading:
 - (1) light and dark voices according to pitch or
 - (2) boys against girls
- b. question and answer poems
- c. "The Beatitudes" suggest two-part arrangement

3. Line-a-child or Sequential

- a. one person or one group speaks at a time
- b. "Common Things" suggests this arrangement

4. Part Speaking

- a. voices arranged or classified into

¹ Louise Abney, Choral Speaking Arrangements for the Junior High, Expression Company, Boston, 1939, pp. 22-30

THE HISTORY OF THE

REIGN OF

CHARLES THE FIRST

BY

JOHN BURNET

OF THE UNIVERSITY OF OXFORD

IN TWO VOLUMES

VOLUME I

FROM THE

ORIGINAL MANUSCRIPTS

IN THE

LIBRARY OF THE

UNIVERSITY OF OXFORD

PRINTED BY

JOHN BURNET

AT THE

UNIVERSITY PRESS

1714

IN TWO VOLUMES

VOLUME I

FROM THE

ORIGINAL MANUSCRIPTS

THE HISTORY OF THE REIGN OF CHARLES THE FIRST BY JOHN BURNET OF THE UNIVERSITY OF OXFORD IN TWO VOLUMES VOLUME I FROM THE ORIGINAL MANUSCRIPTS IN THE LIBRARY OF THE UNIVERSITY OF OXFORD PRINTED BY JOHN BURNET AT THE UNIVERSITY PRESS 1714

high, middle and low or

b. light voices and dark voices

5. Unison Speaking

a. many voices to speak as one

b. this is the most difficult type

PIRATE DON DURK OF DOWDEE

Mildred Plew Marrymen

All. Ho, for the Pirate Don Durk of Dowdee!
 Boys. He was as wicked as wicked could be,
 Girls. But oh, he was perfectly gorgeous to see!
 All. The Pirate Don Durk of Dowdee.

All. His conscience, of course, was as black as a bat
 Girls. But he had a floppety plume on his hat
 And when he went walking it jiggled like that!
 All. The plume of the Pirate Dowdee.

Girls. His coat it was crimson and cut with a slash,
 Boys. And often as ever he twirled his mustache,
 Girls. Deep down in the ocean the mermaids went splash,
 All. Because of Don Durk of Dowdee.

Girls. Moreover Dowdee had a purple tattoo,
 Boys. And stuck in his belt where he buckled it through
 Were a dagger, a dirk and a quizzamaroo
 All. For fierce was the Pirate Dowdee.

Girls. So fearful he was he would shoot at a puff,
 Boys. And always at sea when the weather grew rough
 He drank from a bottle and wrote on his cuff,
 All. Did Pirate Don Durk of Dowdee.

Boys. Oh, he had a cutlass that swung at his thigh
 Girls. And he had a parrot called Popperskin Pye,
 Boys. And a sizzsaggy scar at the end of his eye
 All. Had Pirate Don Durk of Dowdee.

Boys. He kept in a cavern this buccaneer bold,
 A curious chest that was covered with mould

THE FIRST PART OF THE

SECOND PART OF THE

THIRD PART OF THE

FOURTH PART OF THE

FIFTH PART OF THE

SIXTH PART OF THE

SEVENTH PART OF THE

THE FIRST PART OF THE
THE SECOND PART OF THE
THE THIRD PART OF THE
THE FOURTH PART OF THE

THE FIFTH PART OF THE
THE SIXTH PART OF THE
THE SEVENTH PART OF THE
THE EIGHTH PART OF THE

THE NINTH PART OF THE
THE TENTH PART OF THE
THE ELEVENTH PART OF THE
THE TWELFTH PART OF THE

THE THIRTEENTH PART OF THE
THE FOURTEENTH PART OF THE
THE FIFTEENTH PART OF THE
THE SIXTEENTH PART OF THE

THE SEVENTEENTH PART OF THE
THE EIGHTEENTH PART OF THE
THE NINETEENTH PART OF THE
THE TWENTIETH PART OF THE

THE TWENTY-FIRST PART OF THE
THE TWENTY-SECOND PART OF THE
THE TWENTY-THIRD PART OF THE
THE TWENTY-FOURTH PART OF THE

THE TWENTY-FIFTH PART OF THE
THE TWENTY-SIXTH PART OF THE
THE TWENTY-SEVENTH PART OF THE
THE TWENTY-EIGHTH PART OF THE

Girls. And all of his pockets were jingly with gold!
 All. Oh, jing! went the gold of Dowdee.

Boys. His conscience, of course, it was crook'd like a squash
 Girls. But both of his boots made a slickery slosh,
 Boys. And he went through the world with a wonderful swash,
 All. Did Pirate Don Durk of Dowdee.

Selections for Choral Reading¹

Abney	Common Things
Anonymous	The Two Sisters
The Bible	Psalm XXIII
The Bible	Psalm XXIV
The Bible	Psalm XLVI
Binet	Thirteen Sisters
Carman	A Vagabond Song
Carroll	Father William
Carroll	The Walrus and the Carpenter
Cheney	The Kitchen Clock
Guiterman	The Flying Dutchman of the Tappan Zee
Hicks	Three Pieces on Night Over the City
Keats	The Naughty Boy
Kipling	The Ballad of East and West
Lincoln	Lincoln's Gettysburg Address

¹ Helen G. Hicks, The Reading Chorus, Noble and Noble Publishers, Inc., 1939

1. The first part of the report is a general introduction to the subject of the study.

2. The second part of the report is a detailed description of the methods used in the study.

3. Results and Discussion

Item	Value
Item 1	100
Item 2	200
Item 3	300
Item 4	400
Item 5	500
Item 6	600
Item 7	700
Item 8	800
Item 9	900
Item 10	1000
Item 11	1100
Item 12	1200
Item 13	1300
Item 14	1400
Item 15	1500
Item 16	1600
Item 17	1700
Item 18	1800
Item 19	1900
Item 20	2000

The results of the study are presented in the table above. The data shows a clear trend of increasing values from item 1 to item 20.

Lindsay	Abraham Lincoln Walks at Midnight
Lindsay	The Congo
Lindsay	The Potatoes' Dance
Longfellow	Hiawatha (adapted as a choric drama by A. C. Hamm)
Marryman	Pirate Don Durk of Dowdee
Markham	The Man With the Hoe
Markham	Lincoln, the Man of the People
Masefield	Sea Fever
Millay	God's World
Morgan	Work
Noyes	The Highwayman
Poe	The Bells
Sandburg	California
Sandburg	The Quaker's Wooing
Sandburg	Prayers of Steel
Techewanow	The Sleigh
Wilkinson	A Chant Out of Doors

Reference books for teachers

- Abney, Louis, Choral Speaking Arrangements for Junior High, Expression Company, Boston, 1939
- Gullan, Marjorie, Choral Reading, Expression Company, Boston, 1936
- Gullan, Marjorie, The Speech Choir, Harper and Brothers, 1937

Hamm, Agnes C., Choral Speaking Technique, The Tower Press, Milwaukee, 1946

Hamm, Agnes C., Selections for Choral Speaking, Expression Company, Boston, 1935

Hicks, Helen G., The Reading Chorus, Noble and Noble, Publishers, Inc., 1939

Keefe, Mildred J., Choric Interludes, Expression Company, Boston, 1942

Sarett, Lew; Foster, William; McBurney, James, Speech, Houghton Mifflin Co., 1947, pp. 382-405

1. The first part of the paper discusses the importance of the study and the objectives of the research. It also mentions the scope of the study and the limitations. The second part of the paper discusses the methodology used in the study. It mentions the data sources and the statistical methods used. The third part of the paper discusses the results of the study. It mentions the findings and the conclusions. The fourth part of the paper discusses the implications of the study. It mentions the policy implications and the future research. The fifth part of the paper discusses the conclusion. It mentions the main findings and the recommendations.

CHAPTER VII

MECHANICS OF EXPRESSION

CHAPTER VII

MECHANICS OF EXPRESSION

UNIT I. GRAMMAR

Grammar, more than any other phase of mechanics, has been subjected to careful scrutiny. The chief emphasis in language instruction up to the present day, has been placed on form, not content or attitude. The teaching of English consisted of formalized grammatical and rhetorical instruction, which was a carry-over of the Latin Grammar School. In fact the grammar school derived its name from the chief item of subject matter in the curriculum -- grammar!

Too often the teacher of English is not constructive, but analytical. Instead of doing something interesting by means of grammar, the pupils are asked to pull the language to pieces. Instead of seeing it as a moving, purposeful whole, pupils regard it as meaningless, abstract rules; because they are forced to memorize rules, analyze sentences, and diagram long involved sentences!

In An Experience Curriculum in English,¹ grammar is eliminated as a separate phase of the English curriculum. It

¹ W. Wilbur Hatfield, An Experience Curriculum in English, Monograph 4, National Council of Teachers of English, D. Appleton-Century Company, New York 1935, pp. 228-229

1890

March 1st

Dear Sir

I have the honor to acknowledge the receipt of your letter of the 27th inst. in relation to the matter of the purchase of the land for the proposed road. I am sorry to hear that you are not satisfied with the price offered for the land. I have, however, no authority to increase the price, as the same has been fixed by the Board of Directors. I am, however, willing to make every effort to secure the land at the lowest possible price, and I am sure that you will be satisfied with the result.

Very respectfully,
J. H. Smith

I am, Sir, very truly,
Your obedient servant,
J. H. Smith

I am, Sir, very truly,
Your obedient servant,
J. H. Smith

I am, Sir, very truly,
Your obedient servant,
J. H. Smith

is taught not only for but through use.

English teachers over a period of fifty years have changed their views concerning the place and function of grammar in the school curriculum. In 1894 the Committee of Ten¹ reported its views as follows:

The teaching of formal grammar should aim principally to enable the pupil:

1. to recognize the parts of speech
2. to analyze sentences both as to structure and as to syntax

By means of contrast the Committee of Junior High School English² recommended that "grammar should be taught not as an end in itself but as an aid to composition."

Practically every committee report issued since 1913 has stressed functional grammar rather than structural grammar. The use of grammar in the correction of common errors is considerably more important in current thinking than it was in the days of the Committee of Ten. The writer has examined recent textbooks³ to show the change in teachers' attitudes toward the mechanics of expression including grammar. Recent textbooks are much more functional than those of the past.

¹ Report of the Committee of Ten, National Education Association, The American Book Company, New York, 1894, p. 89

² Report of the Committee of Junior High School English, Fifth Yearbook, Department of Superintendence, National Education Association, 1927, p. 145

³ Listed in Appendix

They correlate grammar with composition making it a functional activity related to students' needs and interests.

The aim of functional grammar is the process of building better sentences and more coherent paragraphs.¹ In dealing with various elements of the sentence, the student will gain concepts of elements. As these concepts emerge, the teacher applies to them simple grammatical terminology, so that the pupil may use labels which will be convenient on future occasions. For example, in reading a description of Tom Sawyer, the teacher asks the pupils for colorful words which describe Tom. These descriptive words, the teacher tells them, are adjectives. No definitions are given. The students learn by handling of a sentence element just as they developed concepts and learned the words -- janitor, museum, honesty. Such a presentation of grammar is informal; it is incidental to and instrumental in the improvement of sentences. Grammar so taught is certain to be practical, because it is learned not merely for use but in use. It should not be taught separately, except in drilling.

Research into the nature and usefulness of systematic grammar has brought under grave suspicion the grammar teaching program so prevalent in American schools. In the Ninth

¹ Hatfield, op. cit., p. 230

Yearbook,¹ the following charges are listed against formal grammar:

1. Grammar has no special mental or discipline value.
2. Knowledge of English grammar contributes little to the learning of a foreign language.
3. Knowledge of grammar is rarely needed in reading.
4. Traditional school grammar contains many items which, even if learned, could not have any conceivable effect upon the learner's language.
5. Grammarians have manufactured rules and laws which have no basis in acceptable speech and writing.
6. There is no closer correlation between knowledge of formal grammar and applied grammar than between any two of the high school subjects.

The experimental study by Segal and Barr² determined the

¹ Marquis E. Shattuck, The Development of a Modern Program in English, Ninth Yearbook, The Department of Supervisors and Directors of Instruction, Washington, D. C., 1936, pp. 151-3

² David Segal and Nora Barr, "Relation of Achievement in Formal Grammar to Achievement in Applied Grammar," Journal of Educational Research, 14:401-402, December, 1926

THE UNIVERSITY OF CHICAGO

PHYSICS DEPARTMENT

PHYSICS 311

LECTURE 1

MECHANICS

1.1. Kinematics

1.2. Dynamics

1.3. Energy

1.4. Momentum

1.5. Angular Momentum

1.6. Oscillations

1.7. Waves

1.8. Relativity

1.9. Quantum Mechanics

relationship of achievement in formal grammar to achievement in applied grammar. Two tests, one on formal grammar, the other on applied grammar were given to more than 1000 sophomore and junior high school students in Long Beach, California. The results of their study show that formal grammar has no immediate transfer value so far as applied English grammar is concerned.

Another study to determine the influence of the study of grammar upon composition ability was made by Rapeer.¹ His study proved that grammar seems to be of slight value as an aid to composition. This may be due, however, to the manner in which grammar has been taught. Nevertheless, the correlation between grammar and composition ability of ninth grade pupils in Minneapolis, as determined by Rapeer was only $+ .23$.

In his doctorate on Functional Grammar, Rivlin² lists all the items of grammar and the functions of each. Function, as used in this connection, may be defined as "that application of the knowledge of a grammatical item which will prevent the commission of an error in English or which will assist in the correction of an error already made." Almost all the items of

¹ Louis W. Rapeer, "The Problem of Formal Grammar in Elementary Education," Journal of Educational Psychology, 4:125-127, March, 1913

² Harry N. Rivlin, Functional Grammar, No. 435, Teachers College, Columbia University, New York City, 1930, p. 61

The first part of the paper is devoted to a general discussion of the problem.

The second part is devoted to a detailed analysis of the results.

The third part is devoted to a discussion of the conclusions.

The fourth part is devoted to a discussion of the future work.

The fifth part is devoted to a discussion of the references.

The sixth part is devoted to a discussion of the appendix.

The seventh part is devoted to a discussion of the figures.

The eighth part is devoted to a discussion of the tables.

The ninth part is devoted to a discussion of the conclusions.

The tenth part is devoted to a discussion of the future work.

The eleventh part is devoted to a discussion of the references.

The twelfth part is devoted to a discussion of the appendix.

The thirteenth part is devoted to a discussion of the figures.

The fourteenth part is devoted to a discussion of the tables.

The fifteenth part is devoted to a discussion of the conclusions.

The sixteenth part is devoted to a discussion of the future work.

The seventeenth part is devoted to a discussion of the references.

The eighteenth part is devoted to a discussion of the appendix.

The nineteenth part is devoted to a discussion of the figures.

The twentieth part is devoted to a discussion of the tables.

The twenty-first part is devoted to a discussion of the conclusions.

The twenty-second part is devoted to a discussion of the future work.

The twenty-third part is devoted to a discussion of the references.

The twenty-fourth part is devoted to a discussion of the appendix.

grammar which he lists have been rated by leading professors.¹

Diagramming was rated by the experts as having some functional value, perhaps as a graph in making the sentence relation clearer. It should not be taught for its own sake; it should be taught as a means of showing the relationship of different parts of a sentence. Many pupils are visual-minded and diagramming is probably the only aid to them in understanding sentence parts.

Authorities agree that there are three areas in which there is difficulty with forms of the pronouns:

1. with forms of the verb to be
2. with relative pronouns who, whom
3. with pronoun one and other indefinite pronouns

These forms are of functional value to students, therefore, they should be taught and drilled upon, correlating them with composition and correct usage. The aim in the seventh and eighth grades is to develop concepts and understandings so pupils will recognize and produce good sentences. Upon this foundation the work of grammar in the high school is based. Too often a dislike for grammar is developed by attempting to teach too early material which would later be understood with little difficulty.

¹ Ibid., pp. 61-80

A diagnostic test based on grammar items of the grade should be administered at the beginning of each year and throughout the year to determine the remedial and corrective work necessary.

Suggested Procedures:

1. diagnostic testing
2. check on frequency of errors in written and oral composition
3. group drill on correct grammatical functions
4. correlation of grammar with composition
5. individual instruction
6. evaluation -- rechecking -- appraisal

Research studies and current practice expressed in monographs by National Council of Teachers of English, in yearbooks, bulletins, and journals, agree that grammar should begin with the development of such concepts or elements as name words and limiting words without reference to grammatical terminology or rules. Pupils in intermediate grades can understand such concepts for they have had experiences with them in reading as well as oral language usage. When such concepts have been established then the technical term can be used; thus, a name word becomes a noun, a limiting word becomes an adjective, etc.

After understandings and concepts have been developed, the teacher should provide necessary drills and application

THE UNIVERSITY OF CHICAGO
DIVISION OF THE PHYSICAL SCIENCES
DEPARTMENT OF CHEMISTRY

RESEARCH REPORT

NO. 1000

BY

JOHN H. HARRIS

AND

ROBERT M. HARRIS

CHICAGO, ILLINOIS

1955

RECEIVED BY THE NATIONAL BUREAU OF STANDARDS

SEPTEMBER 1, 1955

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FINAL STATEMENT OF THE RESULTS OF THE RESEARCH

WORK OF THE DIVISION OF THE PHYSICAL SCIENCES

OF THE UNIVERSITY OF CHICAGO

OR AS A STATEMENT OF THE RESULTS OF THE RESEARCH

OF THE UNIVERSITY OF CHICAGO

RESEARCH REPORT NO. 1000

CHICAGO, ILLINOIS

in written and oral composition. Dr. Gunn's¹ technique through drill exercises in correctness, reading, and vocabulary, reports improvement in the basic skills as reflected in improved scores on standardized tests made by students in

The minimum essentials in grammar which follow are based upon the development of sentence concepts:²

1. complete - sentence concept
2. subject - element concept
3. predicate - element concept
4. modification - element concept
5. connective - element concept

MINIMUM ESSENTIALS IN GRAMMAR

Grade Seven

Concepts based on Simple Sentence

Complete - sentence Concept

1. concept of a sentence and a fragment;
importance of the framework of a sentence

¹ Mary A. Gunn, "A Technique for Improving Basic Skills in English in High School," University of Iowa Studies, Volume 8, No. 7, 1934

² Paul Leonard, "Functional Grammar-What and Where?", The English Journal, 22:729-735, November, 1933

Journal of the American Medical Association

Published Weekly, except on Sundays, Holidays, and Days of the Week when the Issue is Suspended

Subscription Price, \$5.00 per Annum in Advance

Single Copies, 15 Cents

Entered as Second-Class Matter, October 3, 1917, Post Office at Chicago, Ill., under No. 100,000

Acceptance for mailing at Special Rate of Postage provided for in Act of October 3, 1917, authorized on July 1, 1918

Postage paid at Chicago, Ill., and at additional mailing offices

Postmaster: Send address changes to JOURNAL OF THE AMERICAN MEDICAL ASSOCIATION, 535 N. Dearborn St., Chicago, Ill.

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Printed at the Chicago Press, Chicago, Ill.

Volume 17, No. 1, January 1, 1918

Published by the American Medical Association, 535 N. Dearborn St., Chicago, Ill.

Subscription orders, notices, and correspondence should be sent to the Editor, JOURNAL OF THE AMERICAN MEDICAL ASSOCIATION, 535 N. Dearborn St., Chicago, Ill.

Advertising orders and inquiries should be sent to the Business Manager, JOURNAL OF THE AMERICAN MEDICAL ASSOCIATION, 535 N. Dearborn St., Chicago, Ill.

Reprints of articles published in this journal may be obtained from the American Medical Association, 535 N. Dearborn St., Chicago, Ill.

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2. recognition of a sentence as a complete thought; difference between complete thought and a fragment
3. ability to write and speak in complete sentences; drill on certain word usage to establish correct habits
4. ability to recognize kinds of expressions according to their use and meaning; avoid classification or rules

Subject - element Concept

1. concept of two parts to a sentence -- subject and predicate
2. concept of subject and its function
3. understanding the relationship between subject and predicate
4. concept of noun as name words
5. concept of adjective as limiting words
6. no classification of nouns as common, abstract, proper
7. ability to vary sentence construction -- verb first, subject last

Predicate - element concept

1. concept of two parts to a sentence -- subject and predicate
2. concept of predicate and its function

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3. recognition of such words as: is, was,
were, am, will be, etc., as part of
predicate
4. developing correct usage through repetition
and imitation
5. ability to add color and action to the
predicate -- scampered, hastened, spurred,
bustled instead of ran

Modification - element concept

1. concept of adjective as limiting word; its
its effect on the subject
2. ability to add color to the sentence
through the use of limiting words

Connective - element concept

1. concept of conjunctions as connecting words
 - a. no classification
 - b. its effect on the sentence

Grade Eight

Concepts based on Compound and Complex Sentences

Review work of Seventh Grade

Complete - sentence concept

1. concept of a compound sentence; difference
between simple and compound sentences
2. concept of a complex sentences; difference

between compound and complex sentences

3. recognition of complete thoughts in both compound and complex sentences
4. ability to recognize:
 - a. commands
 - b. statements
 - c. questions
 - d. exclamations

Subject - element concept

1. concept of compound subject; difference between simple and compound subjects
2. understanding the transposed subjects and predicate; its effect upon thought
3. recognizing name words as nouns
4. concept of pronouns
 - a. recognition of pronouns
 - b. its function
 - c. develop correct usage through repetition
5. recognizing the effect of adjectives on the subject

Predicate - element concept

1. concept of compound predicate; difference between simple and compound predicates
2. concept of verb

1. The first part of the paper is devoted to a general discussion of the problem.

2. The second part is devoted to a detailed analysis of the case of a single particle.

3. The third part is devoted to a detailed analysis of the case of a system of particles.

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- a. its function
- b. its relationship to the noun
- 3. developing correct speaking and writing habits of verbs -- see, do, break, etc.

Modification - element concept

- 1. understanding the function of adjectives
- 2. ability to use adjectives in sentences to show color in writing
- 3. concept of an adverb
 - a. recognizing adverbs
 - b. its effect in the sentence
- 4. concept of a preposition

Connective - element concept

- 1. recognizing conjunctions as connecting words in
 - a. compound subject
 - b. compound predicate
 - c. compound sentences
 - d. complex sentences
- 2. recognizing common connectives: and, but, or
- 3. its effect on sentence when omitted

Grade Nine

Concepts based on Simple, Compound, Complex Sentences

Review work of Seventh and Eight Grades

Complete - sentence concept

1. recognition of three kinds of sentences according to form
 - a. simple
 - b. compound
 - c. complex
2. recognition of four kinds of sentences according to their use
 - a. declarative
 - b. imperative
 - c. interrogative
 - d. exclamatory
3. understanding that the subject may not always be stated, as in commands
4. division of complete sentences into two parts
 - a. complete subject, complete predicate
 - b. simple subject, simple predicate

Subject - element concept

1. recognition of complete subject in each type of sentence
2. recognition of complete subject in sentences
 - a. normal and reversed positions

- b. recognize subject when not stated
as in a command or a request
- 3. recognition of simple subject in sentences
- 4. single-word subject

- a. Noun

- (1) recognition of nouns
- (2) proper nouns
- (3) number
 - (a) singular
 - (b) formation of
plurals

- b. Pronouns

- (1) concept of pronoun
- (2) recognition of pronouns
- (3) correct use of pronouns
as subject of sentence
- (4) antecedent of pronoun
 - (a) concept of
antecedent
 - (b) agreement with
antecedent in
person, number,
gender
- (5) changes in forms of
pronouns for plural

number and for different
genders

Predicate - element concept

1. recognition of complete predicate in each type of sentence
2. recognition of complete predicate in sentences; normal and reversed positions
3. recognition of simple predicate or verb in sentences
4. concept of verb
 - a. recognition of subject and verb and its relationship
 - b. agreement in number
 - c. formation of plurals of verbs
5. developing correct usage of irregular verbs through repetition and drill

Modification - element concept

1. adjectives
 - a. recognition and understanding of uses in sentences
 - b. comparison of most frequently used adjectives
 - c. position of adjectives
 - (1) near the word it explains
or

1. The first part of the paper is devoted to a general discussion of the problem.

2. The second part is devoted to a detailed analysis of the case of a single particle.

3. The third part is devoted to a detailed analysis of the case of a system of particles.

4. The fourth part is devoted to a detailed analysis of the case of a system of particles.

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(2) may be placed in the
predicate

2. adverbs

- a. recognition and understanding of
uses in sentences
- b. its relationship to verbs,
adjectives, and adverbs

3. phrases

- a. concept of a phrase
- b. difference between a phrase and a
sentence
- c. its effect on the sentence

4. clauses

- a. concept of a clause
- b. difference between a phrase and a
clause
- c. its effect on the sentence

Connective - element concept

- 1. review previous connectives taught
- 2. recognition of connectives connecting words,
phrases, clauses

UNIT II. CORRECT USAGE

Usage consists of methods and principles; it is to a
great extent established, a customary mode of speech, and, in

the opinion of many thoughtful people, it should somehow be sanctioned by reputable authorities.¹ Even then it is difficult for authorities to agree.

Usage is the practice of the art of speaking and writing. The term is not synonymous with grammar; however, usage employs matters of grammar, punctuation, spelling and choice of words.

Language is merely a convenient set of practices and is successful only so far as it is appropriate to the purpose of the speaker and writer and comfortable to the listener. Good usage is the usage of the best writers and speakers.

What will determine what is correct or incorrect? Correctness in English usage must be determined by these criteria:²

1. Correct usage must find its authority in the living language of today.
2. It must recognize dialect and geographical variations.
3. It must judge the appropriateness of the expression to the purpose intended.
4. It must recognize social levels of speech.

¹ Arthur G. Kennedy, English Usage, Monograph No. 15, National Council of Teachers of English, D. Appleton-Century Company, New York, 1942, p. 2

² W. Wilbur Hatfield, An Experience Curriculum in English, Monograph No. 4, National Council of Teachers of English, D. Appleton-Century Company, New York, 1935, p. 242

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5. It must take into account the historical development of the language.

In the fourth criterion, it must recognize social levels of speech; there are three levels of acceptance:

1. formal literary English. It is the language of written English. The expression of thinking in written form is more permanent than the informal language. He hesitates to say It is me, he watches the correct use of who and whom, he hesitates to split the infinitive and he avoids slang.
2. good colloquial speech. It is usually oral rather than written language; it is confined to informal talking. He uses slang and idiomatic expressions. His sentences are cut down to phrases and interjections.
3. illiterate language. It is marked by slovenliness in punctuation, pronunciation, and oral language. He uses, me and her seen 'em.

Arthur Kennedy adds another level of speech, cant and slang,¹ which does not constitute a language. It is a vocabulary coined by some people who desire a change, similar

¹ Kennedy, op. cit., p. 64

to the boy who uses pig Latin to disguise his thoughts. Cant¹ is the dialect of thieves, gypsies, or beggars. Slang is twisted words; sometimes it is attractive and colorful in its figurative appeal.

Developing good speech habits is the basis of correct usage. It is mainly a habit of observation, repetition, practice, and experience in applying these correct forms in writing and speaking. Direct attack upon specific usage through the medium of drill exercises and in connection with written and oral composition will establish good speech habits.

To attack errors in language usage the following procedure is suggested:

1. Observe pupils' speech and writing habits
2. Test to discover whether pupils know what the correct usage is
3. Explain through offering many examples rather than stating rules or principles
4. Allow pupils to observe, to repeat and to imitate the correct form in drill and in sentences
5. Offer opportunity for pupils to criticize each other in oral and written work
6. Encourage correct usage as an aid in

¹

Funk and Wagnells, New Standard Dictionary, 1942

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that this is crucial for the company's financial health and for providing transparency to stakeholders. The text mentions that the records should be kept up-to-date and should be accessible to all relevant parties.

2. The second part of the document outlines the procedures for handling customer inquiries. It states that all inquiries should be responded to within a reasonable time frame and that the response should be helpful and informative. The text also mentions that the company should strive to provide excellent customer service at all times.

3. The third part of the document discusses the company's policy on employee conduct. It states that all employees are expected to adhere to a high standard of conduct and to treat others with respect and dignity. The text also mentions that the company has a zero-tolerance policy for any form of harassment or discrimination.

4. The fourth part of the document discusses the company's policy on data protection. It states that the company is committed to protecting the personal data of its customers and employees. The text mentions that the company has implemented robust security measures to ensure that all data is kept safe and secure.

5. The fifth part of the document discusses the company's policy on environmental sustainability. It states that the company is committed to reducing its carbon footprint and to promoting sustainable practices. The text mentions that the company has implemented various initiatives to achieve these goals, such as recycling and energy conservation.

6. The sixth part of the document discusses the company's policy on social responsibility. It states that the company is committed to contributing to the community and to promoting social justice. The text mentions that the company has implemented various initiatives to achieve these goals, such as donating to charity and supporting local businesses.

7. The seventh part of the document discusses the company's policy on intellectual property. It states that the company is committed to protecting its intellectual property and to ensuring that all rights are properly maintained. The text mentions that the company has implemented various measures to achieve these goals, such as trademarking and patenting.

speaking and writing

7. Evaluate the progress through testing
8. Observe carefully the pupils' speech and writing again, to see if good habits are being established.

Language is not something final and static. It is the organized description of actual speech habits of educated men. If these habits change, language changes and textbooks must change. Teachers should keep abreast with these changes.

In teaching correct English it is necessary that the teacher take a positive attitude through emphasis on interesting activities as a means to an end. Too often the elimination of errors has become an end in itself. The pupils should be shown that good speech habits aid in one's speaking and writing.

It is the teacher's problem, then to create an attitude of willingness among her students to accept the "correct" standards, and to provide opportunity for drill and practice of these forms until they become a habitual part of their communication.

The correct forms which follow are based upon current usage established by reputable authorities.¹

¹ A. Marchward and F. Walcott, Facts About Current English Usage, Monograph No. 7, National Council of Teachers of English, D. Appleton-Century Company, New York, 1938

Correct Forms to be Established

Grade Seven - correct usage leads to better communication

Use of Verbs

1. Mary and Helen are, were, have, do
2. She doesn't; he doesn't; it doesn't
3. One of the houses is mine. (not are)
4. Some of the girls are, were, have
5. There were two pens on the desk.
6. On the table were some books.
7. Let me come in. (not leave)
8. Leave the coat here. (not let)
9. Our mothers teach us to sew.
10. We can learn from our mothers.
11. Aren't you going? (not ain't)
12. You are; you were (not was)
13. There are (not they is or is they)
14. Could, should or might have (not might of)
15. Principal parts of verbs: break, freeze,
steal, speak, tear, wear, begin, drink
swim, teach
16. He ought to go; He ought not to go.
17. Charles didn't have any money. (not no money)
18. Shall I go with you? (not will I)

THE HISTORY OF THE
CITY OF BOSTON

1. The first settlement of the city of Boston	1
2. The growth of the city of Boston	2
3. The city of Boston in the seventeenth century	3
4. The city of Boston in the eighteenth century	4
5. The city of Boston in the nineteenth century	5
6. The city of Boston in the twentieth century	6
7. The city of Boston in the twenty-first century	7
8. The city of Boston in the future	8
9. The city of Boston in the past	9
10. The city of Boston in the present	10
11. The city of Boston in the future	11
12. The city of Boston in the past	12
13. The city of Boston in the present	13
14. The city of Boston in the future	14
15. The city of Boston in the past	15
16. The city of Boston in the present	16
17. The city of Boston in the future	17
18. The city of Boston in the past	18
19. The city of Boston in the present	19
20. The city of Boston in the future	20

19. Correct spelling of contractions: aren't, you're, I'm, who's, can't, etc.

Who's going to the movies?

20. Correct use of verbs:

In list "A" the word alone indicates past tense.

In list "B" some form of have or be should be used.

<u>A</u>	<u>B</u>
began	begun
broke	broken
came	come
did	done
drank	drunk
gave	given
knew	known
ran	run
swam	swum
saw	seen
sang	sung
sat	sat
spoke	spoken
took	taken
went	gone
wrote	written

Use of Pronouns

1. My friend and I (not me and my friend)
2. Himself and themselves and you (not hisself and theirselves and youse)
3. Who for persons; which for objects
The boys who went. (not what)
4. My brother said (not my brother he said)
5. Correct spelling of pronouns: ours, yours,
its, theirs, whose
Whose dog is it? (not who's dog)
6. Those are the books I ordered. (not them)
7. The girls invited you and me. (not you and I)
8. We boys went to the game. (not us boys)

Use of Adjectives

1. Those people; these people (not them people or them these people)
2. Use this, that, these, those alone (not this here, those there)
3. I feel bad about it. (not badly)
4. A book; a cow; an apple; an egg
5. It is worse now. (not worser)
It is better now. (not more better)
6. More beautiful (not beautifuler or more

Section 1

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry must be supported by a valid receipt or invoice. This ensures transparency and allows for easy auditing of the accounts.

2. The second part outlines the procedures for handling discrepancies. If a discrepancy is identified, it should be investigated immediately. The responsible party must provide a clear explanation and corrective action to resolve the issue.

3. The third part details the requirements for the monthly financial statements. These statements must be prepared by the end of the month and submitted to the relevant authorities. They should include a balance sheet, income statement, and cash flow statement.

4. The fourth part discusses the importance of regular communication between the accounting department and other departments. This helps in identifying potential issues early and ensures that all transactions are recorded accurately.

5. The fifth part provides information on the penalties for non-compliance with the regulations. Failure to maintain accurate records or submit timely financial statements can result in fines and legal action.

Section 2

6. The sixth part of the document describes the process for requesting a refund. A formal request must be submitted to the relevant department, accompanied by supporting documentation. The request will be reviewed and a decision will be made within a specified timeframe.

7. The seventh part outlines the procedures for handling complaints. Any complaint received by the accounting department will be investigated thoroughly. The goal is to identify the cause of the complaint and implement measures to prevent it from recurring.

8. The eighth part discusses the importance of staying up-to-date with changes in accounting regulations. The accounting department will monitor any updates and ensure that all procedures are adjusted accordingly.

9. The ninth part provides information on the contact details for the accounting department. This includes the names and phone numbers of the staff members responsible for different areas of the department.

10. The tenth part concludes the document with a statement of commitment to providing high-quality accounting services. It expresses the department's dedication to accuracy, transparency, and timely reporting.

beautifuler)

Use of Adverbs

1. She is very pretty. (not real pretty)
2. John speaks well. (not good)
3. It is too hot inside. (not to or two)
4. She placed the book there. (not their)
5. Avoid the double negative in a sentence:
 I don't like to walk in the dark. (not I
don't hardly)
 He has hardly scored in the game. (not
hasn't hardly)

Use of Nouns

1. Spelling of possessive singular nouns:
 boy's coat Mary's cat
 mother's cake moon's light
2. Nouns ending in "y" preceded by a consonant
 form their plurals:
 cherry - cherries
 story - stories
3. Nouns ending in "y" preceded by a vowel
 form their plurals:
 turkey - turkeys
 chimney - chimneys

4. Plurals of common nouns

church - churches

cross - crosses

hero - heroes

cart - carts

calf - calves, etc.

Use of Prepositions1. She visited at (not by) her sister's.2. They bought the books from the dealer.
(not off of)3. Is your mother at (not to) home?Use of Conjunctions1. Do as (not like) I say.2. She talks as if (not like)3. Avoid overuse of so, and, but to join
clauses.Grade Eight - correct usage is important to communication

The correct forms established in the seventh grade are to be repeated, drilled and applied in writing and speaking throughout the eighth grade, depending upon the individual and group needs. The following correct forms should be added:

Use of Verbs

1. He doesn't; she doesn't; it doesn't
2. Agreement of verb with: each, every, either, somebody, someone, anybody, anyone, everybody, everyone, no one, nobody, and a person.
Either of the girls plays well.
3. He said (not says) to me.
4. He asked (not ask or ast).
5. Correct use of verbs: lie, lay; set, sit; accept, except; loose, lose; affect, effect
She is lying down now.
John, please lay it on the bed.
I will set the table.
Sit down and help me.
He would not accept a cent.
Everyone is going except Mary.
This skirt is too loose.
Did you lose the game?
What affects it to wear out?
It will have a good effect upon him.
6. Correct use of verbs:

In list "A" the word alone indicates past tense.

In list "B" some form of have or be should be used.

A

B

ate

eaten

The first part of the paper is devoted to the study of the
 properties of the function $f(x)$ defined by the equation

$$f(x) = \int_0^x \frac{1}{1+t^2} dt$$
 for $x \in \mathbb{R}$. It is shown that $f(x)$ is an odd function and
 that $f(x) \in (-\frac{\pi}{2}, \frac{\pi}{2})$ for all $x \in \mathbb{R}$. The second part
 of the paper is devoted to the study of the function $g(x)$ defined
 by the equation $g(x) = \int_0^x \frac{1}{1+t^4} dt$ for $x \in \mathbb{R}$. It is shown
 that $g(x)$ is an even function and that $g(x) \in (0, \frac{\pi}{2})$ for all
 $x \in \mathbb{R}$. The third part of the paper is devoted to the study of
 the function $h(x)$ defined by the equation $h(x) = \int_0^x \frac{1}{1+t^6} dt$ for
 $x \in \mathbb{R}$. It is shown that $h(x)$ is an odd function and that
 $h(x) \in (-\frac{\pi}{2}, \frac{\pi}{2})$ for all $x \in \mathbb{R}$. The fourth part of the
 paper is devoted to the study of the function $k(x)$ defined by the
 equation $k(x) = \int_0^x \frac{1}{1+t^8} dt$ for $x \in \mathbb{R}$. It is shown that
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 $x \in \mathbb{R}$. The fifth part of the paper is devoted to the study of
 the function $l(x)$ defined by the equation $l(x) = \int_0^x \frac{1}{1+t^{10}} dt$ for
 $x \in \mathbb{R}$. It is shown that $l(x)$ is an odd function and that
 $l(x) \in (-\frac{\pi}{2}, \frac{\pi}{2})$ for all $x \in \mathbb{R}$. The sixth part of the
 paper is devoted to the study of the function $m(x)$ defined by the
 equation $m(x) = \int_0^x \frac{1}{1+t^{12}} dt$ for $x \in \mathbb{R}$. It is shown that
 $m(x)$ is an even function and that $m(x) \in (0, \frac{\pi}{2})$ for all
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 the function $n(x)$ defined by the equation $n(x) = \int_0^x \frac{1}{1+t^{14}} dt$ for
 $x \in \mathbb{R}$. It is shown that $n(x)$ is an odd function and that
 $n(x) \in (-\frac{\pi}{2}, \frac{\pi}{2})$ for all $x \in \mathbb{R}$. The eighth part of the
 paper is devoted to the study of the function $o(x)$ defined by the
 equation $o(x) = \int_0^x \frac{1}{1+t^{16}} dt$ for $x \in \mathbb{R}$. It is shown that
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 $x \in \mathbb{R}$. The ninth part of the paper is devoted to the study of
 the function $p(x)$ defined by the equation $p(x) = \int_0^x \frac{1}{1+t^{18}} dt$ for
 $x \in \mathbb{R}$. It is shown that $p(x)$ is an odd function and that
 $p(x) \in (-\frac{\pi}{2}, \frac{\pi}{2})$ for all $x \in \mathbb{R}$. The tenth part of the
 paper is devoted to the study of the function $q(x)$ defined by the
 equation $q(x) = \int_0^x \frac{1}{1+t^{20}} dt$ for $x \in \mathbb{R}$. It is shown that
 $q(x)$ is an even function and that $q(x) \in (0, \frac{\pi}{2})$ for all
 $x \in \mathbb{R}$.

The first part of the paper is devoted to the study of the
 properties of the function $f(x)$ defined by the equation

$$f(x) = \int_0^x \frac{1}{1+t^2} dt$$

<u>A</u>	<u>B</u>
fell	fallen
lay	lain
flew	flown
burst	burst
drove	driven
slept	slept
grew	grown
rose	risen
threw	thrown
tore	torn
froze	frozen
beat	beaten
stole	stolen
climbed	climbed
brought	brought
drowned	drowned

7. Agreement of a verb with compound subject joined by or or nor:

Neither Mary nor Helen uses the car.

Either John or Jack sings well.

8. Agreement of a verb with compound subject joined by and:

Both my sister and I were chosen to go.

Year	Value
1900	100
1901	105
1902	110
1903	115
1904	120
1905	125
1906	130
1907	135
1908	140
1909	145
1910	150
1911	155
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1921	205
1922	210
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2030	750
2031	755
2032	760
2033	765
2034	770
2035	775
2036	780
2037	785
2038	790
2039	795
2040	800
2041	805
2042	810
2043	815
2044	820
2045	825
2046	830
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2048	840
2049	845
2050	850
2051	855
2052	860
2053	865
2054	870
2055	875
2056	880
2057	885
2058	890
2059	895
2060	900
2061	905
2062	910
2063	915
2064	920
2065	925
2066	930
2067	935
2068	940
2069	945
2070	950
2071	955
2072	960
2073	965
2074	970
2075	975
2076	980
2077	985
2078	990
2079	995
2080	1000
2081	1005
2082	1010
2083	1015
2084	1020
2085	1025
2086	1030
2087	1035
2088	1040
2089	1045
2090	1050
2091	1055
2092	1060
2093	1065
2094	1070
2095	1075
2096	1080
2097	1085
2098	1090
2099	1095
2100	1100

The following table shows the
 results of the survey conducted
 in the year 1900. The data
 is presented in the form of a
 table with columns for the year
 and the value. The values are
 given in the right hand column
 of the table. The table is
 headed by the year 1900 and
 the value 100. The values
 increase by 5 units each year
 from 1900 to 2100. The
 total value at the end of the
 survey is 1100.

9. Agreement of a verb with such words as news, mathematics, civics, measles, or two-thirds:

Mathematics is difficult for John.

News is valuable during the war.

Civics is a lively subject.

Use of Pronouns

1. Here is the dress which (not what) you asked for.

2. Use who for persons.

Henry saw a girl who (not which) looked liked my cousin.

Use which for animals and things.

Use that for persons, animals, and things.

3. Correct use of who and whom:

We do not know who is coming.

With whom are you going?

4. Correct use of personal pronouns:

Helen and I were invited.

Grace invited Helen and me.

Use of Adjectives

1. Correct use of adjectives in comparisons:

worse not worser

1. The first part of the paper is devoted to a general discussion of the problem of the existence of solutions of the system of equations (1) for arbitrary values of the parameters α and β . It is shown that the system has solutions for all values of the parameters α and β if the function $f(x)$ is continuous and has a bounded derivative.

2. In the second part of the paper the problem of the existence of solutions of the system of equations (1) for arbitrary values of the parameters α and β is solved. It is shown that the system has solutions for all values of the parameters α and β if the function $f(x)$ is continuous and has a bounded derivative. The solutions are obtained in explicit form.

3. In the third part of the paper the problem of the existence of solutions of the system of equations (1) for arbitrary values of the parameters α and β is solved. It is shown that the system has solutions for all values of the parameters α and β if the function $f(x)$ is continuous and has a bounded derivative.

worst not baddest

better not more better

cheaper not more cheaper

easiest not most easiest

most beautiful not most beautifulest

2. Avoid using them to modify a noun
Those (not them) dresses are colorful.
3. The rose smells sweet. (not sweetly)
4. Avoid use of trite words as: nice, awful, fine, great
5. Avoid use of slang:
not some hat but attractive hat
not swell dancer but agile dancer

Use of Adverbs

1. Correct use of adverbs:
She plays well. (not good)
Jack speaks easily. (not easy)
Helen surely ran fast. (not sure)
He plays tennis badly. (not bad)
2. Avoid the negative with: scarcely, hardly, only.
I have hardly any money. (not haven't hardly)
3. He almost always gives her a gift. (not most)

4. She is somewhat better today. (not some)

Use of Nouns

1. Spelling of possessive singular nouns:
 child's hat school's team
 John's sled lady's dress
2. Spelling of possessive plural nouns:
 children's hats schools' teams
 boys' sleds ladies' dresses
3. Nouns ending in "y" preceded by a consonant
 form their plurals:
 symphony - symphonies
 company - companies
 harmony - harmonies
 lady - ladies
4. Nouns ending in "y" preceded by a vowel
 form their plurals:
 valley - valleys
 chimney - chimneys
 monkey - monkeys
 donkey - donkeys
5. Nouns ending in "f" or "fe" form their
 plurals:
 calf - calves
 shelf - shelves

leaf - leaves

thief - thieves

6. Nouns ending in "o" form their plurals:

hero - heroes

potato - potatoes

motto - mottoes

echo - echoes

7. Nouns ending in "s", "sh", "ch", "x", or "z" form their plurals:

cross - crosses

buzz - buzzes

church - churches

bush - bushes

8. Some nouns form their plural irregularly:

woman - women

foot - feet

ox - oxen

sheep - sheep

deer - deer

Use of Prepositions

1. Your work is different from mine. (not than)

2. We shared the cake among us four. (not between)

3. We shared the cake between us two. (not among)
4. The girl looked behind the trunk. (not in back of)
5. The man jumped into the water. (not in)
6. The man was in the house (not into)
7. Because of the snowstorm the trip was cancelled. (not due to)
8. John sat beside me. (not besides)

Use of Conjunctions

1. Correct use of conjunctions:

and means in addition to, also

but means in spite of

or indicates a choice

The test was taken and now we can relax.

The damage was enormous but no one was hurt.

You may go to the movies or you may help me.

He is lighter than I. (not then)

2. Correct use of conjunctions in pairs:

neither - nor

either - or

both - and

not only - but also

Neither Mary nor I is going.

THE UNIVERSITY OF CHICAGO

DEPARTMENT OF CHEMISTRY

PHYSICAL CHEMISTRY

LECTURE NOTES

BY

PROFESSOR

JOHN D. COLEMAN

1950-1951

CHICAGO, ILL.

1951

CHICAGO, ILL.

1951

CHICAGO, ILL.

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CHICAGO, ILL.

CHICAGO, ILL.

You may choose to stay either now or later.

Both the class and the teacher enjoyed my anecdote.

He not only sings well but also plays well.

Grade Nine - correct usage tends to produce exactness in thinking

The work of the ninth grade consists of review of the correct forms in Grades Seven and Eight. Diagnostic tests will disclose the weaknesses in the individuals and in the group.

The same technique of drill, repetition, and practice in oral and written expression should be followed to establish correct speech habits. At this level there should be:

1. Mastery of the irregular verbs

In list "A" the word alone indicates past tense.

In list "B" some form of have or be should be used.

<u>A</u>	<u>B</u>
blew	blown
sprang	sprung
mistook	mistaken
woke	wakened
arose	arisen
lost	lost
rode	ridden

THE UNIVERSITY OF CHICAGO

PHYSICS DEPARTMENT

RESEARCH REPORT

ON THE THEORY OF THE

RELATIONSHIP BETWEEN

THEORY AND EXPERIMENT

BY

<u>A</u>	<u>B</u>
shook	shaken
drew	drawn
wove	woven
laid	laid

2. Mastery of principles suggested in each sentence:

Each of the girls brought her own lunch.

Each of the boys sings well.

Either John or Mary is at home.

Everybody thought of his work.

We surely thought he would come.

I feel bad about the accident.

I wish I were you.

She is the smaller of the two.

He is the smallest on the team.

3. Distinctions should be made in the use of the following pairs:

as - like between - among

as if - like in - into

as though - like its - it's

their - there your - you're

learn - taught real - very

leave - let whose - who's

Suggested Activities:

1. The Error Box

When pupil hears an incorrect form or sentence, he jots the error and the corrected form on a piece of paper. The names of the maker and recorder of the error are also included. He slips the paper in the Error Box. Once a week the Error Box is opened and a contest is held between two groups. Each team scores as a member corrects an error made by a member of the other team. If a correct form has been reported as an error, that side is penalized.

2. Correction Error Drill Cards

Drill cards may be based on the incorrect forms found in the Error Box. The front of the card will contain the error, reason and correct form. The back of the card may contain two or three sentences with blanks to be filled out. The sentences should utilize pupil's experiences.

THE HISTORY OF THE

REIGN OF

CHARLES THE FIRST

IN WHICH ARE CONTAINED
THE
MOST IMPORTANT
AND INTERESTING
CIRCUMSTANCES
OF HIS REIGN
FROM THE
BEGINNING OF HIS
MAYESTY'S REIGN
UNTIL HIS DEATH
IN THE YEAR
1649

BY

JOHN BURNET

OF THE
UNIVERSITY OF
OXFORD
IN TWO VOLUMES
THE SECOND
VOLUME
LONDON
Printed by J. Sturges, in Pall-mall
1724

Front of Card

Error:	He ain't coming.
Reason:	Never use ain't.
Correct:	He is not coming.
	or
	He isn't coming.

Back of Card

Fill blanks showing <u>not</u> or negative response.
You_____go to the theater.
Mary_____come home from school.
I_____going.
He is certain that_____will be there.

3. Demon Chart

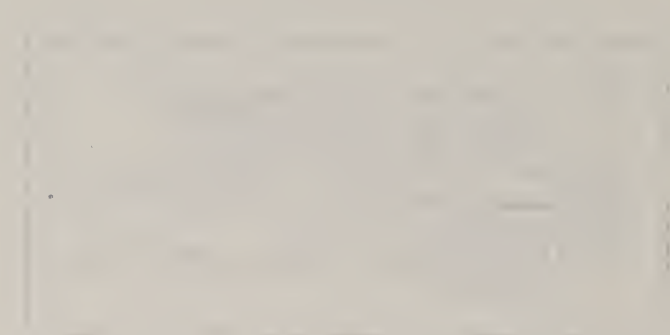
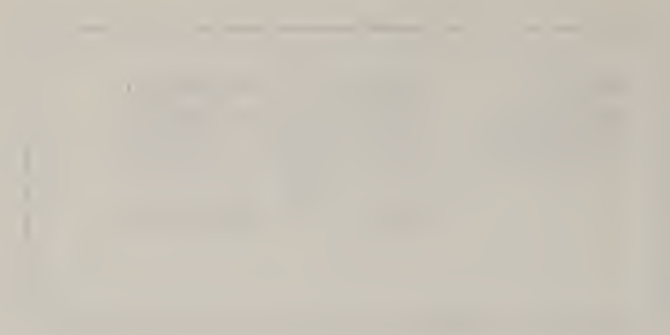
Display a class chart with common errors in speaking and writing made by the class.

Beside each error check from day to day the errors made.

4. Never Again

A notebook kept by each individual of his own errors in usage is an incentive.

Errors made in writing and speaking, diagnostic test results, and improvement



[The following text is extremely faint and illegible due to the quality of the scan. It appears to be several lines of a letter or document.]

may be included.

5. Teacher's List

The teacher may want to keep a list of all the errors heard and written and later compare the error lists of each child or the whole class with the list in the course of study to determine which to attack first.

At the end of the year, after discussing, practicing, and drilling on correct usage, the play called "Alice in Grammarland,¹ will be enjoyed by the class. It may be presented as an assembly program or P. T. A. program.

UNIT III.

PUNCTUATION

Punctuation is the most personal of all phases of usage because it is used to increase clearness and emphasis in the expression of thinking. Therefore, it is flexible and varied. It is as alive as language itself. Punctuation usage is a matter of custom.² Writers range from long elaborate sentences broken into many fragments to an almost complete disuse of

¹ Junior Red Cross News, 1923, p. 30

² Lucia B. Mirrielees, Teaching Composition in the High School, Harcourt, Brace and Company, New York, 1931, pp. 79-82

THE
SCHOOL OF THE
FUTURE

The school of the future will be a place where the child is not only taught to read and write, but also to think and to create. It will be a place where the child is encouraged to express his own ideas and to work with others. It will be a place where the child is taught to respect the rights of others and to live in harmony with the community. It will be a place where the child is taught to be a responsible citizen and to contribute to the betterment of the world.

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marks of punctuation. The following passages illustrate the change in convention:

From Fanny Burney's *Evelina* (1778)

I made no answer, but quickening my pace, I walked on silently and sullenly; till this most impetuous of men, snatching my hand, which he grasped with violence, besought me to forgive him, with such earnestness of supplication, that, merely to escape its importunities, I was forced to speak, and, in some manner, to grant the pardon he requested; though it was accorded with a very ill grace; but, indeed, I knew not how to resist the humility of his entreaties; yet never shall I recollect the occasion he gave me of displeasure, without feeling it renewed.

From Edith Wharton's *The Children* (1928)

But perhaps it added to the mystery and enchantment that to see her she had to climb from the dull promiscuity of his hotel into a clear green solitude alive with the tremor of water under meadow grasses, and guarded by the great wings of the mountains.

Instead of the long subdivided sentences, briefer statements and shorter thought units are used. Thus punctuation has been simplified. The safest guides for correct usage of punctuation marks are recent books and magazines published by reputable firms.

In written composition punctuation and capitalization are used only as tools to ease the understanding of the writer's thoughts. "It is the art of using marks to help the reader to see with some speed and accuracy, the relations among written ideas."¹

¹ Rachael Salisbury, "Psychology of Punctuation," *English Journal*, 23:796-797, December, 1939

THE UNIVERSITY OF CHICAGO

PHYSICS DEPARTMENT

PHYSICS 354

LECTURE 1

1998

Helen Howard¹ points out that by the end of the ninth grade students had failed to master any of the mechanics of written composition. The lack of mastery of the important principles of English in the junior high is the cause for faulty English in the senior high.

Studies show that punctuation errors are a major part of all composition errors in pupils' work.

Pupils in the junior high school should be given practice material in the mechanics of written expression. They should be taught to punctuate as they write. Backing up² should not be permitted, that is, after completing a sentence or a paragraph, "backing up" to insert the punctuation marks.

By the end of the ninth grade habits of correct punctuation should be established through emphasis on application rather than rules -- then it can be followed by continued drill throughout high school.

The following list of punctuation usages should be mastered by the end of the junior high grades.

Period

1. A period is used after a declarative

¹ Helen Howard, "Errors in Certain Essentials of English Form in Grades Seven, Eight, and Nine," Unpublished Master's Thesis, Boston University, Boston, 1936, p. 3

² Thomas Blaisdell, Ways to Teaching English, Doubleday, Doran and Company, New York, 1930, pp. 175-9

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sentence.

2. A period is used after an imperative sentence.
3. A period is used after an abbreviation that stands for a word as "etc."
 - a. not after Miss as in Miss Smith
 - b. not after per cent
 - c. not after a title of a book, poem, play, or story
 - d. not after a signature as at the end of a letter
4. A period is used after initials as A. V. G.

Comma

5. A comma is used to set off words of address.
6. A comma is used to separate words, phrases and clauses in series not connected by conjunctions.
7. Such words as well, no, yes used at the beginning of sentences are set off by commas.
8. Parenthetical expressions, phrases, clauses, or words are set off from the rest of the sentence by commas.
9. Words in apposition are set off from the

rest of the sentence by commas.

10. In an address a comma is used to separate the town or city from the state.
11. In dates a comma is used to separate the day from the year.
12. A comma is used after the salutation of a friendly letter.
13. A comma is used after the complimentary close of all letters.
14. Non-restrictive clauses (clauses which may be omitted without changing the meaning of the sentence) are set off from the rest of the sentence by commas.
15. Independent clauses connected by coordinating conjunctions such as and, but, yet, etc., are separated by a comma which is placed before the conjunction.
16. A comma is used to separate a direct quotation from the explanatory words.
17. A comma is used to separate parts of a sentence that might be misread.
18. A comma is used to separate a long dependent clause used at the beginning of a sentence.

Question Mark

19. A question mark is used after a direct question asked.

Exclamation Mark

20. An exclamation mark is used after a sentence that expressed strong or sudden emotion.

Semicolon

21. A semicolon is used to separate independent clauses which are put into one sentence not joined by a conjunction.

a. When the conjunctive adverbs such as therefore, however, moreover, etc. are included, the semicolon is used.

22. A semicolon is used to separate the independent clauses of a compound sentence joined by a conjunction when there is a comma in any of the clauses.

Colon

23. A colon is used after the salutation of a business letter.
24. A colon is used to introduce a list of items.

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25. A colon is used before long or formal quotations.

Quotation Marks

26. When quoting the exact words of anyone else, quotation marks should be put around the quoted words.
27. Single quotation marks are used to enclose a quotation within a quotation.
28. Titles of chapters and poems are usually enclosed (not book titles).

Parentheses

29. Parentheses are used to enclose a side remark which does not affect the main idea of the sentence.
30. Parentheses are used to enclose an explanatory symbol after a word.
- example: two (2) dollars

Apostrophe

31. An apostrophe is used in contractions to mark the omission of letters.
32. An apostrophe is used to form the plurals of figures, letters (9's, E's).

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1900

33. The possessive form of singular nouns is formed by adding 's to the singular form of the noun.
34. The possessive form of a plural noun is formed by adding only an apostrophe to the plural form of the noun.
 - a. When the plural noun changes its spelling, like women, the possessive plural is formed in the same way that singular nouns do, that is, add 's.

Dash

35. The dash is used to mark an abrupt break in thought.
36. The dash is used to set off a summary statement from a statement preceding it.

Activities and Exercises:

1. Exercises in which the student composes the answer himself and punctuates his own ideas:¹

¹ Philip R. Jenkins, "Practical Punctuation," Education, 37:360-364, November, 1937

- a. Write a sentence in which you name three books you have read recently.
- b. Answer the following questions in the negative, then give additional information about what you did.

(1) Did you close the window?

(2) Were you late for school?

(3) What did you buy for mother?

2. Correcting punctuation in composition work:

- a. letters
- b. reports
- c. minutes of meeting
- d. creative work

3. Work sheets to provide drill materials:

- a. no rules given
- b. pupils are given problem and each formulates the rules from his own observation of correctly punctuated sentences.
- c. then pupils are required to write and punctuate original sentences.
- d. merits of the work sheets

(1) allows pupil participation

- (2) supplies many examples
of correct usage
- (3) cultivates and stimulates
reasoning
- (4) develops concepts of
understanding
- (5) sets up a problem-
solving situation
- (6) contains functional
exercises patterned after
child's own expressions
- (7) provides many oppor-
tunities for applying
the rule after once it
is formulated by the
student himself

Specimen Practice Exercises

I. Study each of the following sentences carefully:

In each the same use of the comma is
illustrated.

- 1. Mrs. Smith asked Tom to buy bread,
can of peas, and milk.
- 2. She always does her work neatly,
carefully, and painfully.

1. The first part of the paper

is devoted to a discussion

of the general principles

of the theory

of the subject

and the results

of the experiments

are given

in the following

sections of the paper

the first part

of the paper

is devoted to a

discussion of the

general principles

of the theory

of the subject

and the results

of the experiments

are given

in the following

sections of the paper

the first part

3. The scouts caught their fish, cleaned them, and cooked them over an open fire.
4. Mary, Helen, and Eva were chosen to be ushers for the evening.
5. On the mountain top Horace heard the rippling of water, the murmur of the breeze, and the song of the birds.
6. The bright yellow, blue, and red flag shown vividly against the pale gray background.
7. They planned to sew, to knit, and to crochet during their club meeting.
8. The car skidded, turned, and crashed into the tree.
9. She had gone with Terry, John, and the rest of the class.
10. From the branches overhead squirrels, birds, and chipmunks looked down.

II. In each sentence above you will find words in series, that is, three items that go together -- white, red, and blue.

1. What word do you find between the last two words in series? Answer _____
2. What part of speech is it? Answer _____
3. Study the punctuation of the sentences.
Write a rule which will tell how to

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punctuate words in series.

Rule:

III. Some writers omit the comma before the conjunction which joins the last two items of a series. Study the following sentences; see whether you can detect any difference in meaning as a result of the omission of the comma:

1. We ordered fish, vegetables, cake, and coffee.
2. We ordered fish, vegetables, cake and coffee.
3. We ordered fish, cake, vegetables and coffee.

Although the meaning of sentence 2 is clear, some people object to the omission of the comma in sentence 3. What reason can you see for their objection?

Reason:

Conclusion:

IV. Punctuate the following sentences according to the rule written above in II.

1. One Sunday afternoon we picked buttercups

CHAPTER I

1871

The first of the great principles of the theory of the mind is that the mind is a faculty of knowledge. It is a faculty which enables us to know the truth about the world around us. It is a faculty which enables us to know the truth about ourselves. It is a faculty which enables us to know the truth about the universe.

The second of the great principles of the theory of the mind is that the mind is a faculty of feeling. It is a faculty which enables us to feel the truth about the world around us. It is a faculty which enables us to feel the truth about ourselves. It is a faculty which enables us to feel the truth about the universe.

The third of the great principles of the theory of the mind is that the mind is a faculty of thought. It is a faculty which enables us to think the truth about the world around us. It is a faculty which enables us to think the truth about ourselves. It is a faculty which enables us to think the truth about the universe.

The fourth of the great principles of the theory of the mind is that the mind is a faculty of action. It is a faculty which enables us to act the truth about the world around us. It is a faculty which enables us to act the truth about ourselves. It is a faculty which enables us to act the truth about the universe.

The fifth of the great principles of the theory of the mind is that the mind is a faculty of knowledge, feeling, thought, and action. It is a faculty which enables us to know, feel, think, and act the truth about the world around us. It is a faculty which enables us to know, feel, think, and act the truth about ourselves. It is a faculty which enables us to know, feel, think, and act the truth about the universe.

The sixth of the great principles of the theory of the mind is that the mind is a faculty of knowledge, feeling, thought, action, and knowledge. It is a faculty which enables us to know, feel, think, act, and know the truth about the world around us. It is a faculty which enables us to know, feel, think, act, and know the truth about ourselves. It is a faculty which enables us to know, feel, think, act, and know the truth about the universe.

The seventh of the great principles of the theory of the mind is that the mind is a faculty of knowledge, feeling, thought, action, knowledge, and feeling. It is a faculty which enables us to know, feel, think, act, know, and feel the truth about the world around us. It is a faculty which enables us to know, feel, think, act, know, and feel the truth about ourselves. It is a faculty which enables us to know, feel, think, act, know, and feel the truth about the universe.

The eighth of the great principles of the theory of the mind is that the mind is a faculty of knowledge, feeling, thought, action, knowledge, feeling, and thought. It is a faculty which enables us to know, feel, think, act, know, feel, and think the truth about the world around us. It is a faculty which enables us to know, feel, think, act, know, feel, and think the truth about ourselves. It is a faculty which enables us to know, feel, think, act, know, feel, and think the truth about the universe.

The ninth of the great principles of the theory of the mind is that the mind is a faculty of knowledge, feeling, thought, action, knowledge, feeling, thought, and action. It is a faculty which enables us to know, feel, think, act, know, feel, think, and act the truth about the world around us. It is a faculty which enables us to know, feel, think, act, know, feel, think, and act the truth about ourselves. It is a faculty which enables us to know, feel, think, act, know, feel, think, and act the truth about the universe.

The tenth of the great principles of the theory of the mind is that the mind is a faculty of knowledge, feeling, thought, action, knowledge, feeling, thought, action, and knowledge. It is a faculty which enables us to know, feel, think, act, know, feel, think, act, and know the truth about the world around us. It is a faculty which enables us to know, feel, think, act, know, feel, think, act, and know the truth about ourselves. It is a faculty which enables us to know, feel, think, act, know, feel, think, act, and know the truth about the universe.

- daisies and forget-me-nots in the meadow.
2. John was called to conduct the meeting
ask for reports and appoint new committees.
 3. The girl scouts worked for health badges
needlecraft badges and first-aid badges.
 4. He could see from the hilltop the chickens
the ducks and the geese in the backyard.
 5. She led them over the hill across the bridge
and into the center of town.
 6. Everyone could see the red white and blue
banner waving in the breeze.
 7. Mary went to the movies Helen went to
visit and Jane decided to go home.
 8. You may go camping if you have done your
home work if you have helped your father
if you have fed the animals.
 9. To be honest to be fair and to be a good
sport are necessary for good team work.
 10. It was fun diving in the cool lake on such
a sultry stifling and sweltering afternoon.

V. You have noticed that the above sentences in Section "IV" contain words, phrases, or clauses in series. Below write words if the sentence contains words in series; write phrases if sentence contains phrases in series; write clauses if the sentence contains clauses in series.

THE UNIVERSITY OF CHICAGO

THE DIVISION OF THE PHYSICAL SCIENCES

DEPARTMENT OF CHEMISTRY

RECEIVED

APRIL 10 1964

FROM

DR. J. H. GOLDSTEIN

AND

DR. R. W. WILSON

TO

DR. J. H. GOLDSTEIN

AND

DR. R. W. WILSON

FROM

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AND

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AND

DR. R. W. WILSON

- | | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

VI. From your reading book, newspaper, or magazine copy three sentences to illustrate words, phrases, and clauses in series. Notice if the comma is omitted before the conjunction. If you find such sentences justify the omission of the comma or state a good reason why you would insert a comma.

UNIT IV. CAPITALIZATION

Capitalization, like other phases of mechanics, should be taught as a functional part of written composition. All teaching of grammar, punctuation, and capitalization should be taught with the idea of adding meaning and clearness to the sentence.¹ The chief objective is to lead the pupil to see that symbols assist him in his reading.

The following habits in capitalization should be established in the junior high.

¹ M. L. Altstetter, "The First Function of English," The English Journal, 33:297-299, June, 1944

1. The first word of every sentence begins with a capital letter.
2. Proper nouns begin with capital letters.
 - a. names of days of the week
 - b. names of months
 - c. names of states, counties, countries, continents, cities, towns
 - d. names of persons, races
 - e. names of holidays
 - f. names of religion or words referring to Deity
3. Proper adjectives begin with capital letters.
Spanish class; German town
4. The word president begins with a capital when it refers to President of United States of America.
5. The names of direction begin with capitals when designating parts of the country as the East.
6. The personal titles begin with capitals as: Miss; Dr.; Rev.; Mr.; Mrs.
7. The titles of books begin with capitals except articles, conjunctions, and prepositions unless one stands first in the

1871-1872

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1884-1885

1885-1886

1886-1887

- title as: Lincoln, the Man of the People
8. The name of a club or organization begins with a capital as: Girl Scouts
 9. The name of a company or firm begins with a capital as: Peter Paul Company
 10. The names of the departments of government begins with capitals as: Department of the Interior
 11. The complete name of a proper noun begins with capitals as: Naugatuck High School; Salem Street
 12. The name of a famous building, object, or document begins with capitals as: Lincoln Memorial; Charter Oak Tree; Atlantic Charter
 13. The names of certain subjects that also refer to a nationality begin with capitals as: English; French; Italian; German
 14. In a divided quotation, the second part of the quotation begins with a capital letter, if a period follows the explanatory words or if it is the proper name of a person or place; or it is the pronoun I.

THE UNIVERSITY OF CHICAGO

DEPARTMENT OF CHEMISTRY

LABORATORY OF PHYSICAL CHEMISTRY

REPORT OF THE PROGRESS OF THE WORK
DURING THE YEAR 1924

BY

ROBERT H. BROWN

ASSISTANT PROFESSOR OF CHEMISTRY

AND

JOSEPH E. HARRIS

GRADUATE STUDENT

CHICAGO, ILLINOIS

1925

1925

CHICAGO, ILLINOIS

THE UNIVERSITY OF CHICAGO

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UNIT V. SPELLING

The aim in teaching spelling in the junior high school is to train young people to write correctly those common words common words which are misspelled. Too often students are exposed to long lists of difficult words. As a result there is little transfer of correct spelling from the lesson to the written work.

There is no one best method of attach of new words. Each student should be encouraged to study independently his spelling errors and to note his progress from day to day. The few demons, however, should be taught by the teacher as class work, placing emphasis on the hard spots. There should be reviewing and testing of those common words which are misspelled until correct habits of spelling are established.

The standards of attainment for each grade are given in the spellers. Ability to spell correctly includes:

1. visualization
2. pronunciation
3. knowledge of meaning
4. word analysis
5. letter sequence
6. ability to write accurately the letters involved

The spelling words should be within the pupil's writing vocabulary; attention should be given to the interests, needs,

CHAPTER 1

The first part of the book discusses the importance of understanding the context of the data. This includes the source of the data, the method of collection, and the potential biases. The second part of the chapter introduces the basic concepts of statistics, including the mean, median, and mode. The third part of the chapter discusses the importance of data visualization, including the use of bar charts, line graphs, and pie charts. The fourth part of the chapter discusses the importance of data analysis, including the use of statistical tests and the interpretation of results. The fifth part of the chapter discusses the importance of data communication, including the use of tables and graphs to present data in a clear and concise manner.

The sixth part of the chapter discusses the importance of data interpretation, including the use of statistical tests and the interpretation of results. The seventh part of the chapter discusses the importance of data communication, including the use of tables and graphs to present data in a clear and concise manner. The eighth part of the chapter discusses the importance of data interpretation, including the use of statistical tests and the interpretation of results. The ninth part of the chapter discusses the importance of data communication, including the use of tables and graphs to present data in a clear and concise manner. The tenth part of the chapter discusses the importance of data interpretation, including the use of statistical tests and the interpretation of results.

and activities of young people. However, the teacher should not depend solely upon incidental teaching in spelling. There should be testing, teaching, and evaluating from time to time.

The ultimate test of success in spelling is its carry-over into writing situations. Since spelling is a matter of habit formation, it is a problem for all teachers not simply the English teacher.

Tests in Spelling

Ashbaugh, E. J., "Iowa Spelling Scales," Public School Publishing Company, 1922, Bloomington, Illinois

A list of approximately 3,000 words arranged in order of difficulty for grades two through eight.

Ayres, L. P., "Measuring Scale for Ability in Spelling," 1915, Russell Sage Foundation, New York

The 1,000 words most frequently used in written English arranged in columns of equal difficulty with norms for each grade.

Buckingham, B. R., "The Buckingham Extension of Ayres Spelling Scales," Public School Publishing Company, Bloomington, Illinois

A list of the original 1,000 words of the Ayres Scale, plus 505 additional from the words appearing in two or three

out of five commonly used spelling books.

Hudelson, E., Station, F. L., and Woodyard, Ella, 1921,
Bureau of Publications, Columbia University,
New York

Sixteen Spelling Scales Standardized
in Sentences in Secondary Schools.
These scales are intended for use
in grades seven through twelve
after pupils have mastered such
lists as Ayres.

Jones, W. F., "One Hundred Spelling Demons," 1913,
University of South Dakota, Vermillion, South Dakota
(self-explanatory)

Starch, D., "Spelling Scales," 1920, University
Cooperative Company, Madison, Wisconsin

The aim is to discover what percentage
of all the words in the language a
child can spell. Technical, scientific,
and obsolete words are discarded.

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Rapeer, Louis W., "The Problems of Formal Grammar in Elementary Education," Journal of Educational Psychology, 4:125-137, March, 1913.

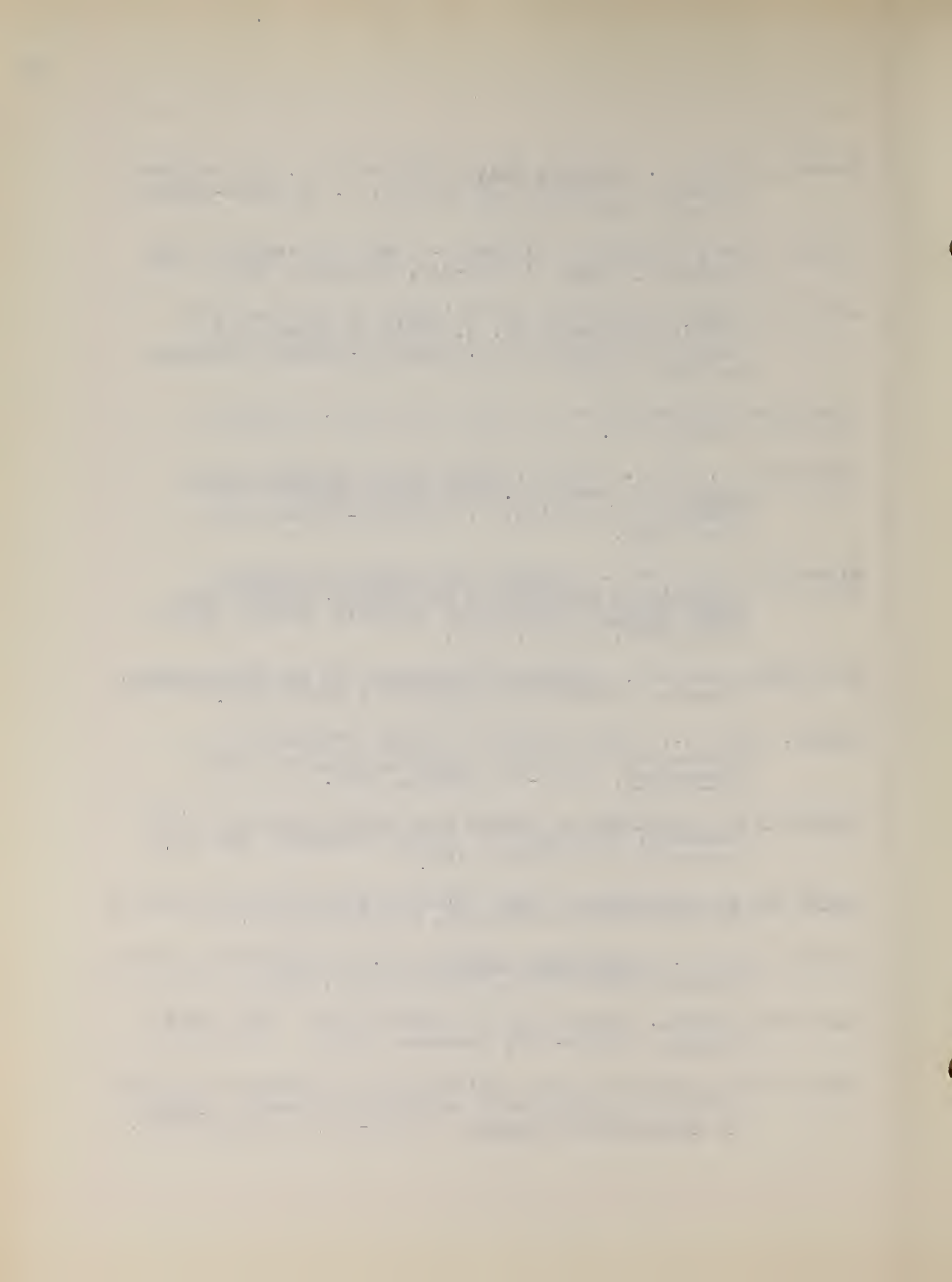
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APPENDIX

APPENDIX

I. COURSES OF STUDY

Cincinnati, Ohio.....	1946
Long Beach, California.....	1941
Missouri.....	1941
Nashville, Tennessee.....	1939
New Hampshire.....	1938
Palo Alto, California.....	1939
Providence, Rhode Island.....	1942
Rochester, New York	1938

II. TEXTBOOKS

A. Books Dealing with Mechanics of Expression

Hatfield, W. Wilbur and others, Senior English Activities, Books One, Two, and Three,* The American Book Company, Boston, 1938.

Johnson, Roy Ivan, Mabel A. Bessey, and R. L. Lyman, The English Workshop, Book Two, Ginn and Company, Boston, 1939.

Paul, Harry, Isabel Kincheloe, and J. W. Ramsey, Junior Units in English, Book One, Lyons and Carnahan, Chicago, 1940.

Stratton, Clarence, John E. Blossom, Prudence Tayler Lanphear, Making Meaning Clear, Book One, Houghton Mifflin Company, Boston, 1942.

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* For Grades Seven, Eight, and Nine respectively

Tressler, J. C., and Marguerite B. Shelmadine, Relating Experiences, Book One, D. C. Heath and Company, Boston, 1940.

_____, Building Language Skills, Book Two, D. C. Heath and Company, Boston, 1940.

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B. Books Dealing with Literature

Ansorge, Elizabeth F. and others, Prose and Poetry for Enjoyment, Grade Nine, The L. W. Singer Company, Syracuse, 1942.

Barnes, Walter and others, The Realm of Reading -- Doorways, Grade Seven, The American Book Company, New York, 1941.

_____, The Realm of Reading -- Trails, Grade Eight, The American Book Company, New York, 1941.

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Greer, Margaret and others, Prose and Poetry Journeys, Grade Grade Seven, The L. W. Singer Company, Syracuse, 1939.

_____, Prose and Poetry Adventures, Grade Eight, The L. W. Singer Company, Syracuse, 1939.

C. Books Dealing with Reading

Center, Stella S. and Gladys L. Persons, Experiences in Reading and Thinking, Grade Seven, The Macmillan Company, New York, 1942.

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_____, Problems in Reading and Thinking, Grade Nine, The Macmillan Company, New York, 1940.

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